THE COLLEGE QUARTERLY

GENERAL CATALOG NUMBER
1941-1942

STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA

Volume 46 FEBRUARY, 1941 Number 1

CORRESPONDENCE

Relative to the Following Subjects Should Be Addressed as Indicated

ADMISSIONS, COURSES, CREDITS, RECORDS
Dean of Instruction

STUDENT-TEACHING, PLACEMENT
Director of Laboratory Schools

EXPENSES, PAYMENTS
Associate Revenue Agent

HOUSING, STUDENT PERMISSIONS - MEN
Dean of Men

HOUSING, STUDENT PERMISSIONS - WOMEN
Dean of Women

STUDENT AID
Chairman, Student Aid Committee

STUDENT ACTIVITIES, PUBLIC RELATIONS
Director of Student Activities and Public Relations

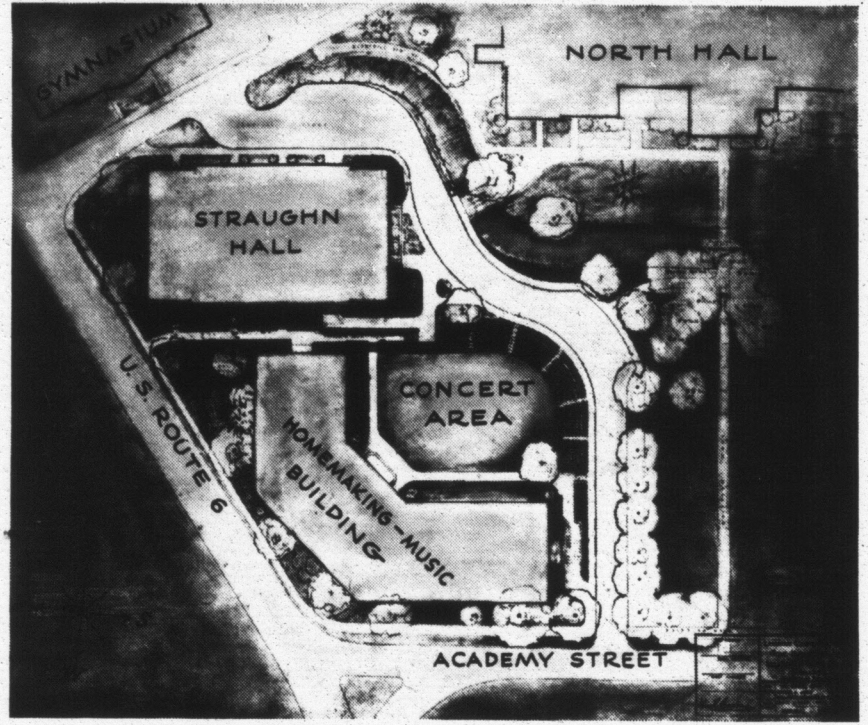
BUSINESS, PURCHASES
Administrative Assistant

HOMEMAKING EDUCATION CURRICULUM
Director of Homemaking Education

MUSIC EDUCATION CURRICULUM
Director of Music Education

ALL OTHER MATTERS
President of the College

STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA



NEW APPROACH TO NORTH HALL, CAR-PARKING AREA, AND OUTDOOR CONCERT AREA

THE COLLEGE QUARTERLY

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GENERAL CATALOG NUMBER

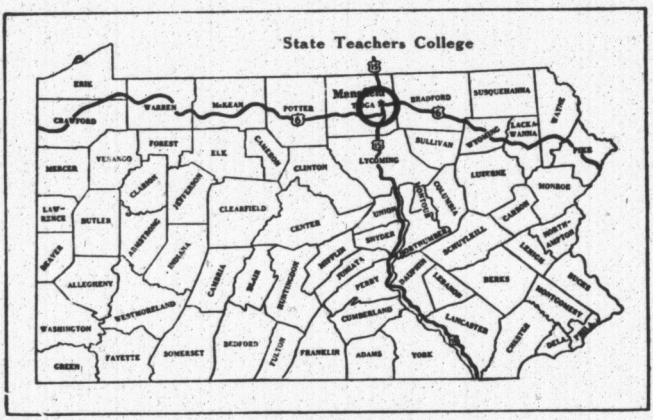
Seventy-ninth Edition

1941 - 1942

STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA

Mansfield State Teachers College is an accredited member of the American Association of Teachers Colleges.

Volume 46 **FEBRUARY, 1941** **Number 1**



LOCATION OF MANSFIELD

Mansfield Borough is located in Tioga County, Pennsylvania, approximately fifty miles north of Williamsport via Route 15 and thirty miles southwest of Elmira, New York, via Route 549. At this point, two main highways of Pennsylvania—Route 6, running east and west, and the aforementioned Route 15, running north and south—intersect, rendering Mansfield State Teachers College easily accessible by motor from all parts of the state.

There is no passenger train service to or from Mansfield; but there is adequate freight train service. Thus, if it is necessary, a student may send his baggage to the College by rail. In doing so, however, the student should be certain that such baggage is marked distinctly with his own name and "State Teachers College, Mansfield, Tioga County, Pennsylvania." He should be sure also that the baggage is shipped via Elmira, New York, and the Tioga Division of the Erie Railroad.

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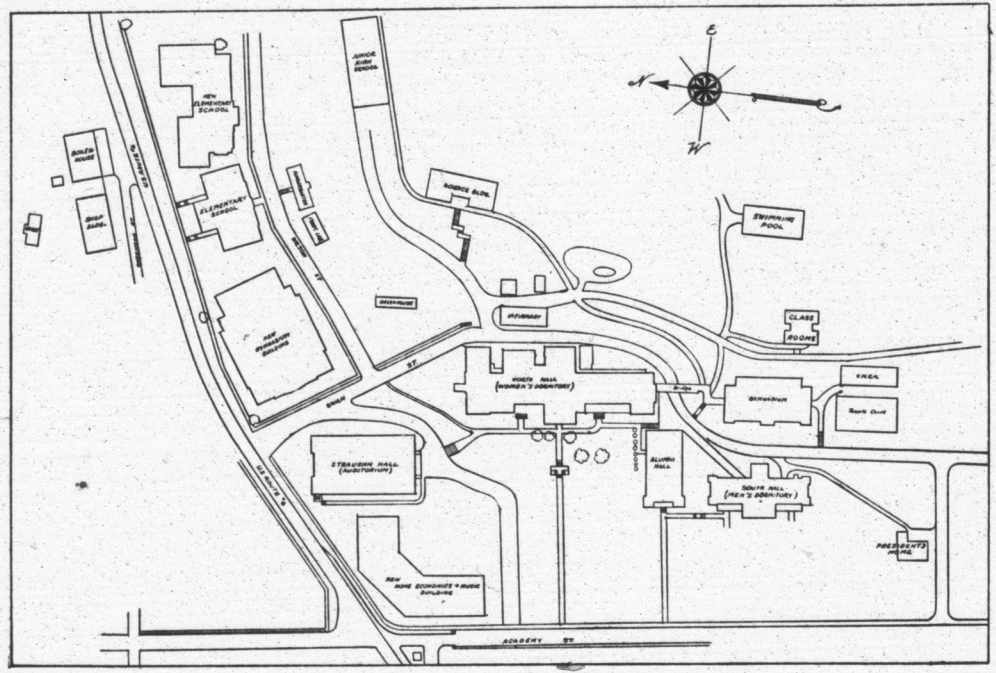

MAP OF GROUNDS AND BUILDINGS

COLLEGE CALENDAR—1941-1942

COMMENCEMENT—1941

ALUMNI DAY	Saturday, May 24
11:00 a. m., General Alumni Meeting	
1:00 p. m., Alumni Dinner	
3:00 p. m., Class Reunions	
8:15 p. m., Music Recital	
BACCALAUREATE DAY	Sunday, May 25
11:00 a. m., Address	
3:00 p. m., Band Concert	
8:15 p. m., Orchestra Concert	
COMMENCEMENT DAY	Monday, May 26
10:30 a. m., Academic Procession	
11:00 a. m., Address: Conferment of Degrees	

SUMMER SESSION—1941

Registration Day	Monday, June 23
Classes Begin	Tuesday, June 24
Entrance Examinations	Tuesday, July 15
Session Ends	Saturday, August 2

FIRST SEMESTER—1941-1942

Faculty Meeting	Monday, Sept. 8
Final Date for Entrance Examinations	Tuesday, Sept. 9
Registration and Classification of Freshmen	Wednesday, Sept. 10
Registration and Classification of Sophomores, Juniors, and Seniors	Thursday, Sept. 11
Classes Begin	Friday, Sept. 12
Thanksgiving Recess Begins	12 m., Wednesday, Nov. 26
Thanksgiving Recess Ends	12 m., Monday, Dec. 1
Christmas Recess Begins	12 m., Saturday, Dec. 20
Christmas Recess Ends	12 m., Monday Jan. 5
First Semester Ends	After Last Class, Saturday, Jan. 24

SECOND SEMESTER—1941-1942

Classes Begin	Monday, Jan. 26
Easter Recess Begins	12 m., Wednesday, April 1
Easter Recess Ends	12 m., Tuesday, April 7
Classes End	After Last Class, Friday, May 22

COMMENCEMENT—1942

Alumni Day	Saturday, May 23
Baccalaureate Day	Sunday, May 24
Commencement Day	Monday, May 25

LABORATORY SCHOOLS CALENDAR—1941-1942

FIRST SEMESTER—1941-1942

Laboratory Schools Open	9 a. m., Monday, Sept. 1
Thanksgiving Recess Begins	12 m., Wednesday, Nov. 26
Thanksgiving Recess Ends	9 a. m., Monday, Dec. 1
Christmas Recess Begins	4 p. m., Friday, Dec. 19
Christmas Recess Ends	9 a. m., Monday, Jan. 5

SECOND SEMESTER—1941-1942

Easter Recess Begins	12 m., Wednesday, April 1
Easter Recess Ends	9 a. m., Tuesday, April 7
Laboratory Schools Close	4 p. m., Friday, May 29

BOARD OF TRUSTEES

Mr. William C. McCormick, Chairman.....Williamsport
Mr. Walter W. Swimley, Vice-chairman.....Knoxville
Mrs. Harriet Gillette, Secretary.....Mansfield
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Administrative Organization of the Faculty

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Dean of Instruction....Arthur T. Belknap, A.B., M.A., S.T.B., D.D.
Dean of Men.....Paul J. Steele, B.S., M.S., Ph.D.
Dean of Women.....Dorothy M. Wasley, A.B., M.A.
Librarian.....Stella Doane, B.S.
College Physician.....*John H. Doane, M.D.
Director of Laboratory Schools and Director of the Elementary Education Curriculum....George A. Retan, Pd.M., B.F., Ph.D.
Director of the Secondary Education Curriculum
*Eugene P. Bertin, A.B., M.A.
Director of the Homemaking Education Curriculum
Elizabeth B. Morales, B.S., M.A.
Director of the Music Education Curriculum
Bertram W. Francis, B.M.E., Mus.M.
Director of the Psycho-Educational Center
James G. Morgan, Ph.B., M.A.
Director of Student Aid.....Clyde W. Gwinn, A.B., M.A., Ph.D.

Faculty

LESTER K. ADE, Education; M.A. Yale; Ph.D. New York; Litt.D. Temple; L.H.D. Beaver; LL.D. Bucknell
HUGH W. ALGER, Supervisor Science; A.B. Yale; M.Sc. Temple
ELIZABETH S. ALLEN, English; B.S. Mansfield; M.A. Columbia
NELLIE M. ASHENFELTER, Supervisor Music; B.S. New York; Ed.M. Temple
CORA A. ATWATER, Voice; Mus.B. Chicago Conservatory
ARTHUR T. BELKNAP, English; A.B., M.A. Brown; S.T.B. Harvard; D.D. Sioux Falls
*EUGENE P. BERTIN, Psychology; A.B. Bucknell; M.A. Harvard
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LILLIAN E. BUCKINGHAM, Foods and Family Health; B.S. Pennsylvania State; M.S. Cornell
GEORGE W. CASS, Social Studies; A.B., M.A. Dickinson
WILLIAM E. CASWELL, Industrial Arts; B.S. Mansfield; M.A. Ohio State
IRVING T. CHATTERTON, Speech; B.S., M.A. Boston
JOHN W. CURE, English; Ph.B. Bucknell; Ed.M. Harvard
PAUL J. DAVIS, Social Studies; LL.B. Dickinson
HELEN F. DIETSCHE, College Nurse; R.N. Battle Creek

* On Leave of Absence, Academic Year 1940-1941.

ALICE H. DOANE, English and Latin; A.B. New York
*JOHN H. DOANE, Health Education; M.D. Medico-Chirurgical
STELLA DOANE, Librarian; B.S. Mansfield
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BERTRAM W. FRANCIS, Director of Music Education; B.M.E., Mus.M. Northwestern
CHARLES S. GILBERT, Social Studies and Penmanship; B.S. Nebraska; M.A. Alabama
J. ALEXANDER GILFILLAN, Music; Mus.B., Mus.M. Eastman
EMMA A. GILLETTE, English; A.B. Allegheny; M.A. Columbia
HERBERT GRANT, Chemistry; B.S., M.S. Columbia
GERALD E. GREELEY, Piano and Organ; B.A. Minnesota; Mus.M. Michigan
JESSIE I. GRIGSBY, Supervisor Arithmetic; B.S., M.A. New York
MILDRED L. GRIGSBY, Supervisor grade Six; B.S. Bucknell; M.A. Columbia
CLYDE W. GWINN, Social Studies; A.B. York; M.A. Nebraska; Ph.D. Peabody
LORENE M. HABEGER, Supervisor grade Two; B.S. Kansas Teachers; M.A. Columbia
LEAH A. HANCOCK, Supervisor Homemaking; A.B. Illinois; M.A. Columbia
MARGARET L. HOPKINS, Supervisor grade One; B.E. National College of Education; Ed.M. Pittsburgh
DOROTHY HUTCHINSON, Supervisor grade Four; B.S., M.S. Pennsylvania
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FRANCES V. KVACKY, Supervisor grade One; B.S. West Chester; M.A. Columbia
JANETT M. LEBERMAN, Biology and Chemistry; B.S. Simmons; M.S. Colorado
S. MANFORD LLOYD, Mathematics; B.S. Mansfield; M.A. Columbia
LILLIAN McKINNEY, Dietitian; B.S., M.S. Peabody
BERNARD MANDELKERN, Orchestra and Violin; Mus.B. Ithaca Conservatory; B.S. Ithaca College; M.S. Pennsylvania

* On Leave of Absence, Academic Year 1940-1941.

HERBERT E. MANSER, French; B.S., M.A. Columbia
EDNA P. MARSH, Supervisor grade Three; B.S., M.A. Columbia
KIMBLE G. MARVIN, Educational Biology; B.S. Lafayette; M.A. New York
MAY M. MATTSON, Home Management; B.S. Cornell; M.S. Colorado
ELIZABETH B. MORALES, Director of Homemaking Education; B.S., M.A. Columbia
JAMES G. MORGAN, Psychology; Ph.B. Muhlenberg; M.A. Michigan
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S. MARJORIE MURPHEY, Art; B.S. Edinboro; Ed.M. Pittsburgh
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GRACE M. REIMARD, Homemaking; B.S. Pennsylvania State; M.A. Columbia
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R. MARIE SAALBACH, Supervisor grade One; B.S. West Chester; M.S.Ed. Columbia
MARIAN E. SCOTT, Kindergarten Education; B.S., M.A. New York
FRANCES E. SCHIPBANKER, Supervisor Art; B.F.A. Syracuse
ELIZABETH P. STALFORD, Supervisor grade Five; B.S. Bucknell; M.A. Columbia
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CYRIL L. STOUT, Geography; B.S. Knox; Ph.M. Wisconsin; Ph.D. Peabody
ELIZABETH M. SWAN, English; B.A. Kentucky; M.A., Ph.D. Virginia
MARIAN C. VIZAY, Clothing; Ph.B. Chicago; M.A. Columbia
LOREN A. WARREN, Violin; B.A. McAllister; M.S. Northwestern
DOROTHY M. WASLEY, Guidance; B.A. Goucher; M.A. Columbia
MYRON E. WEBSTER, Social Studies; LL.B., J.S.D. Cornell
MARION WOLCOTT, Assistant Librarian; B.S., M.S. Ohio; M.A. Chicago; B.S. in Library Science, Western Reserve

BUSINESS STAFF

LESTER K. ADE, President of the College

K. W. SMITH, Administrative Assistant

A. H. VOSBURG, Superintendent of Grounds and Buildings

HELEN BOWERS, Secretary to Director of Laboratory Schools

MARGARET M. BUNN, Bookkeeper

CHARLES DARRIN, Director of Student Activities and Public Relations

HELEN F. DIETSCHE, College Nurse

EDNA HEWSON, Registrar

HATTIE L. KING, Matron

LILLIAN W. McKINNEY, Dietitian

CHARLOTTE L. NIXON, Book Store Clerk

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BERTHA R. PALMER, Library Clerk

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CORA B. PIERCE, Secretary to Director of Music Education

LAURA C. REHBEIN, Secretary to Administrative Assistant

CYNTHIA B. SCHLAPPI, Secretary to Director of Homemaking Education

ROSS W. SOPER, Receiving Clerk

VICTORIA H. THIEMANN, Associate Revenue Agent

DOROTHY WHITNEY, Clerical Assistant and Bookkeeper

HISTORICAL HERITAGE

In 1854 a group of prominent citizens, at the instigation of Colonel J. S. Hoard, met to discuss the possibility of establishing in Mansfield a school of higher scholastic rank than the county academy. The suggestion was enthusiastically received, and later in the same year the subject was broached at a public meeting.

When it was decided to accept the offer made by Dr. Joseph Morris of land on which a school might be built, the basic principles were also set forth: the new institution was to be non-sectarian, though under the patronage of the East Genesee Conference of the Methodist Church and with an administrator of that denomination.

A month later, in August, 1854, $5,000 having been pledged, a plan was presented to the Conference providing for the same economic support as was given to a like school at Lima, N. Y. Five commissioners were accordingly appointed to make a survey of conditions, and when the findings were favorable a charter was granted.

The first building, erected at a cost of $20,000, was formally opened in January, 1858, under the name of the Mansfield Classical Seminary, with a total registration of 105 students. Fifty more were enrolled the second semester; but six days later, on April 22, the school burned to the ground. Undaunted by this catastrophe, the original promoters and their friends met that same evening and passed a resolution to rebuild. This work began immediately and was partially completed during the winter, when the financial crisis of 1857 brought about the failure of the insurance company and the work ceased. Grimly determined, the citizens of Mansfield again met in August, 1858, subscribing $4,000 in cash, and profferring labor and provisions in lieu of money. With the understanding that no bills were to be incurred, building operations were begun once more, and it is said that all but a small part of South Hall was erected with an expenditure of only fifty cents for labor.

The school was formally opened November 28, 1859, with 33 students, under the administration of the Rev. James Landreth. In such financial difficulties was the institution in those early days that it actually fell under the sheriff's hammer and was sold for $2,000, though the state intervened and the bill of sale was returned.

In December, 1862, at the request of the trustees, the Commonwealth of Pennsylvania took over the school, and it became the Normal School of the Fifth District. Professor Fordyce A. Allen, who had established and conducted an academy in West Chester,

Pa., became administrator at Mansfield, bringing with him sixty students, equipment, and furniture.

In 1871, the first provision for student teaching was organized by Professor Allen from the elementary grades of the Mansfield Soldiers Orphan School, of which he was also head; and later when the need for the Orphan School no longer existed in this district, the lower grades of the local public school were organized for teacher preparation. For some years the village school or the campus school might be attended by the children of the community, the decision resting with the parents. This resulted in a small enrollment at each, and in 1902 the Borough school directors voted to place the first six grades under the jurisdiction of the so-called Model School. After the construction of Alumni Hall, this elementary department was housed on the two lower floors.

A modern training school building was opened on the campus in 1914, and in that same year Richmond Township consolidated its schools with Mansfield Borough, sending all its pupils, including those of the seventh and eighth grades to the practice schools. In 1920 the Junior High School was organized, and in 1926 was housed in a new building.

The State Council of Education at its meeting in June, 1926, authorized the State Normal School at Mansfield to confer the degree of Bachelor of Science in Education to graduates of courses in Elementary and Secondary Education. A year later, on May 13, 1927, a formal resolution authorized a change of name from the State Normal School at Mansfield to the State Teachers College at Mansfield and, subsequently, the power to grant degrees was extended to the special fields of Music and Homemaking.

From its inception the college at Mansfield has been an institution of educational development founded upon the needs of a vigorous pioneering area. There has grown up with it the same enthusiasm for academic progress that imbued those who conceived it. The rich heritage of accomplishment and continued expansion in the face of great odds has evolved a philosophy toward scholastic endeavor and the teaching profession which is sound and forward-looking.

COLLEGE RECEPTION ROOM

COLLEGE DINING ROOM

COLLEGE CLASS INSTRUCTION

COLLEGE LIBRARY

GROUNDS AND BUILDINGS

Mansfield State Teachers College is situated in the heart of Pennsylvania's Northern Tier, a region of fertile valleys and rolling foothills once known to an earlier people as "The Garden of the Six Nations." The campus, a plot of fifty acres, is fraught with natural beauty and man-made symmetry which provide an ideal setting at all times of the year. Nearby is Smythe Park, a tree-lined inclosure of thirty acres, where the athletic contests of the College are held.

The buildings, about twenty in number, are of brick and stone construction. All are modern, commodious, and well equipped. Among them are a new homemaking and music education building, a new elementary laboratory school building, and a new gymnasium building, which have been provided lately by the General State Authority and which have extended and enhanced materially the facilities of the College.

As the final part of the building program, and an additional provisions of the General State Authority, an extensive grounds improvement and beautification project is in progress. Called for are the creation of a new approach to and car-parking area for North Hall, the creation of an outdoor concert area, the repairing of drives, the building of walks and steps, the provision of proper surface drainage, and grading and landscaping. Underlying the project is the idea of bringing the environs of the new buildings into harmony with the older ones and producing one well-proportioned, well-integrated campus.

In connection with the opening of the new building and the reassignment of classrooms, each member of the faculty has been provided with an individual office or desk space.

SOUTH HALL, which stands on the site of the original Mansfield Classical Seminary, is the oldest and historically most interesting building on the campus. It houses the men's dormitory, the office of the dean of men, the Y. M. C. A. room, and fraternity, recreation, and music-practice rooms for men, together with the College Library, which occupies the ground floor.

NORTH HALL, first built in 1874 and later enlarged and remodeled, is a combined women's dormitory and administrative building. It contains living accommodations for women students; the offices of the president, the deans, and the business staff; the college dining hall; the kitchens and the bakery; reception and con-

ference rooms; the campus book and supply store; the Y. W. C. A. rooms; and various assembly, recreation, and music-practice rooms for women. Many beautiful paintings and other art objects are to be found in this building.

THE COLLEGE INFIRMARY, a student health center conveniently set apart from the dormitories, contains the office of the resident physician, the apartment of the resident nurse, and rooms for the treatment of injury and illness. In connection with the infirmary there are isolation quarters for the care of any contagious cases which cannot be safely removed to their homes. A State Hospital is located in Blossburg, ten miles from Mansfield, where by special arrangement with the College serious medical or surgical cases receive immediate attention at low cost.

ALUMNI HALL, with its traditional Clock Tower, is an instruction and recitation building. One of the older structures on the campus, the building is distinguished not only for its academic usefulness, but also for its historical interest and significance.

THE ARTS BUILDING is a completely modern structure containing the latest equipment in the specialized fields of homemaking and music education. Included here are classrooms, laboratories, rehearsal rooms, conference rooms, administrative quarters, and various special facilities. Under the same roof, a living unit provides a model "home situation," in which groups of homemaking students, with a resident instructor, live and work together as part of the course in home management.

THE SCIENCE BUILDING affords space for chemical, physical, and biological laboratories; a commodious lecture room; a dark room; and stock and supply rooms. Several of the science instructors maintain offices in this structure.

THE PSYCHO-EDUCATION BUILDING, once known as the Model School, now houses the departments of Elementary Education, Psychology, Speech, Handwriting and Mathematics; the Psycho-educational Center; and the Educational Museum. Facilities for Applied Music and for the College chorus also may be found in this structure.

THE COLLEGE LIBRARY consists of a large open-shelf circulation and reading room, a reference and reserve room, and adjoining storage and work rooms. The total number of volumes in the library is 25,000. Under liberal regulations all may be drawn from the library. There are also smaller libraries in the new elementary laboratory school and junior high school buildings for the use of pupils and teachers in those schools.

THE ELEMENTARY LABORATORY SCHOOL BUILDING provides a laboratory situation for prospective teachers of rural and elementary schools, grades one to six inclusive. In this modern structure are to be found a full complement of well-equipped classrooms with observation booths; a beautiful library room; special music, cultural, and industrial arts quarters; a large gymnasium-auditorium; departmental offices; and clinical facilities.

THE JUNIOR HIGH SCHOOL has a similar plant for prospective teachers of grades seven, eight, and nine. Here, too, are classrooms, laboratories, a library, a mechanical shop, a printing shop, a gymnasium, and departmental offices. The Mansfield Senior High School cooperates with the College in furnishing further opportunities for student observation and teaching.

STRAUGHN HALL, the College auditorium, is a fine, modern building with a seating capacity of 1250. A three-manual Austin organ is installed in this building, which also is equipped with sound-motion picture apparatus and with stage and lighting facilities adequate for dramatic productions.

THE COLLEGE GYMNASIUM BUILDING furnishes excellent facilities in the field of physical education. Here provisions have been made for a large double playing floor, with ample room for men's and women's sports to be carried on simultaneously. Locker and shower rooms, offices for the directors of the department, and other facilities which contribute to a full physical education and athletic program also are provided.

THE SWIMMING POOL, occupying a building of its own, makes possible the enjoyment of one of the most popular and beneficial of all sports the year around.

THE STUDENT ACTIVITIES BUILDING, formerly the old gymnasium building, is a newly-created recreational and social center. Here may be found a large room suitable for informal dances, parties, and games; a smaller room for card-playing and group meetings; and space for storing equipment. The offices of the Carontawan and of the Flashlight, student publications, also are in this building.

THE PRESIDENT'S HOME is an imposing residence which harmonizes admirably with the buildings of the College proper and contributes much to the beauty and dignity of the campus as a whole.

INFORMATION FOR DORMITORY STUDENTS

ACCOMMODATIONS

Dormitories for men and women are maintained by the College. The rooms are pleasant and airy, each with its vista of valley and mountain. They are comfortably furnished, and the resultant atmosphere is cheerful and harmonious. There are a few single rooms, but the majority are intended to accommodate two or three students. A married student whose husband or wife also is enrolled at the College is required to live off the campus.

LIVING QUARTERS

Both men's and women's rooms are provided with study tables and lamps, chairs for work and relaxation, single beds, mattresses and pillows, bureau or chiffoniers, and mirrors. Each student must provide blankets, four sheets, two pillowcases, six towels, and four napkins.

DINING ROOM

Wholesome, well-balanced meals are provided in an attractive dining room, where men and women are seated together at tables of eight. Here they have a necessary training in the amenities of dining and table service with friendly and stimulating conversation in congenial surroundings.

LAUNDRY FACILITIES

The Mansfield Laundry, a completely modern plant with the most up-to-date equipment, takes care of the laundry work of all students residing in the College dormitories. Each is entitled to twelve pieces of laundry per week. In addition, special rooms are provided where students may do any extra washing or ironing which they may desire.

WEARING APPAREL

The women students themselves have compiled the list of clothing they feel necessary to college life. The dormitory, the classroom, and the village of Mansfield naturally govern the appropriate type of dress. Since youthful simplicity should characterize the wardrobe of the well-bred student, sports clothes and tailored frocks are first on the list which follows:

1. Two or three wool skirts
2. Six sweaters or blouses
3. Two cotton dresses
4. Two or three simple silk or wool dresses
5. One evening gown
6. One heavy coat
7. One sports jacket
8. One pair of sports shoes
9. One pair of evening slippers
10. One pair of dress slippers

For men it is suggested that a standard of personal grooming and appropriateness be set up and maintained dictating the type of informal and formal clothing to be selected.

1. Slacks and sweaters or jackets
2. One dark suit or one mixed color suit
3. One light topcoat
4. One heavy top coat
5. One pair of sports shoes
6. One pair of dress shoes

GYMNASIUM ATTIRE

It is suggested that students purchase uniform gymnasium attire at the Campus Book and Supply Store after their arrival, conveniently and at low cost.

STUDENT LIFE

THE SOCIAL PROGRAM

One of the most decisive factors in the molding of character and an adjustment to cooperative living is the social program. Superficially, through this planning, the students are wholesomely entertained in the hours not occupied by college essentials. The teas, receptions, dances, exhibits, card and game parties balance the scholastic calendar. Beneath these activities, however, social poise and grace are gained by creative participation. Experience in all phases of formal and informal adult communal life helps to develop the confidence so necessary in a successful professional or social career.

EXTRA-CLASS ACTIVITIES

Pursuant to the best thinking in modern education, stress is placed at Mansfield on the value of extra-class activities. Academic programs are built around not only scholastic needs and abilities, but also around the recognized advantage of socially-constructive and intellectually-stimulating experiences. There is a rich reserve on which students are urged to draw for development and expression of the special interests so vital to a well-rounded college life.

STUDENT GOVERNMENT

Since student government is the basis of control at Mansfield, the Student Council, made up of students elected by their fellows, is a most important and vital element in college life. Through its constant alertness to the motivations, reactions, and opinions of those about it, it is able to legislate for the present good and the future improvement of the entire College. It forms a strong link between faculty and students, which facilitates the solution of mutual problems.

HONOR FRATERNITIES

Kappa Delta Pi is a national Education honor society which attempts to set up worthy scholastic and professional ideals and to recognize outstanding service in the field of teaching. Juniors and seniors having six semester hours of Education and ranking in the upper quartile of their class are eligible for membership.

Lambda Mu is a local Music sorority whose membership, elected from the music students of the senior, junior, and second-semester

sophomore classes, is based on musical attainment, general scholarship, and integrity of character. The organization stresses individual and group musical performance through programs at its monthly meetings, an annual public musicale, and the sponsoring of professional musical events.

Phi Mu Alpha Sinfonia is a national Music fraternity for men of superior musical ability and scholastic, professional, and social standing. The organization is dedicated to the interests of "the manly musician and the musicianly man" and endeavors to draw such persons into its fellowship.

Phi Sigma Pi is a national Education fraternity for men in teacher-preparation institutions. Its ideals are character, knowledge, and fellowship. Its personnel is limited to men of superior scholastic, professional, and social standing, who have spent at least one year at the College.

Pi Gamma Epsilon is a local Homemaking sorority organized in the spring of 1940. It serves as a stimulus for professional, cultural, and inspirational participation in activities on the campus. The society has been organized in line with the requirements of the national homemaking sororities, with the anticipation of applying for recognition in the near future. A special research project is carried on by the society each year.

Sigma Zeta is a national Science honor society, restricted to upperclassmen. It seeks to recognize ability and accomplishment in the various branches of science. Meetings, field trips, and special projects make active membership in the organization pleasurable and worthwhile.

SPECIAL-INTEREST ORGANIZATIONS

The Art Club is an honor society for persons who attain an "A" grade in one semester of Art. It promotes an appreciation of the fine arts through the examination and creation of artistic things. Of particular interest and value are work meetings, which influence the development of individual talent.

The Dramatic Club is the principal histrionic organization at Mansfield. Each year it performs publicly a three-act play and several groups of one-act plays. Admission to membership is by application and try-out.

The Emersonian Literary Society is concerned with molding, developing, and harmonizing its members intellectually, both as per-

sonalities and as social beings. Its membership, which is co-educational, is determined according to application from upperclassmen.

The French Club affords opportunities for students to hear and use the French language and to develop a knowledge of Gallic literature, art, music, and customs. Two years of high school French or their equivalent are required for membership.

The Classical Club aims to promote interest and efficiency in the teaching of Latin. Various programs and other club activities stress the influence of past civilizations on the political, social, and religious world of today.

The Music Educators' Club is composed of all students in the Music Education Department. The organization meets monthly and serves as a forum where topics of common interest are presented and discussed.

Omicron Gamma Pi is a local sorority for all women enrolled in the Homemaking Education Department. A member of the American Home Economics Association, the organization keeps in close touch with national activities in its field.

The Rurban Club gives students an opportunity to participate in activities which stimulate an interest in rural school and community life. It helps prospective teachers in the formulation of programs, both in school and out, and engenders an enthusiasm for rural school teaching. Each year the club decides on a project to be carried out for the benefit of a particular rural school.

PUBLICATIONS

The Carontawan is the yearbook of the College, dedicated to the reflection and perpetuation of student life. Twenty-three editions of the Carontawan have been published to date, several of which have been rated superior by the National Scholastic Press Association. Each member of the Mansfield Cooperative Government Association receives the Carontawan.

The Flashlight is the College newspaper, published regularly by a board selected from all classes and departments. The Flashlight touches student life at more points perhaps than does any other campus publication. Each member of the Mansfield Cooperative Government Association receives The Flashlight.

The Cadence is published by students in the Music Education Department and has been widely recognized and acclaimed. Fea-

tured in the Cadence are articles of lasting interest by authorities in the field of public school music. Of particular value perhaps is the fact that this magazine is used as a part of the Music Education placement service.

The Handbook is a compilation of information about the College and its life, dedicated primarily to the freshmen.

ATHLETIC ACTIVITIES

Intercollegiate Athletics at Mansfield are maintained on the bases of non-professionalism and good sportsmanship. All are conducted in accordance with the strict rules and regulations of the Pennsylvania Conference of State Teachers Colleges. Included are football, basketball, wrestling, baseball, and tennis. Schedules are so arranged that approximately half of the games are played at home, affording the student body adequate opportunity to see the varsities in action. Every man is free to try out for a team and is entitled to receive instruction in the fundamentals of the game.

Intramural Athletics for both men and women afford every student the opportunity to engage in a selected sport. Among the most popular are basketball, baseball, swimming, bowling, tennis, badminton, and hockey.

ATHLETIC ORGANIZATIONS

The "M" Club is made up of men who have earned a varsity letter in one or more of the major sports. Its purposes are to encourage wholesome living and good sportsmanship and to stimulate interest in athletics.

The Women's Athletic Association seeks to promote good health, a greater interest in recreational activity, and an appreciation of the values which lie in games and sports.

MUSICAL ORGANIZATIONS

The Symphony Orchestra furnishes an opportunity for the student to enlarge his scope, appreciation, and understanding of musical literature written for that medium. Through regular rehearsals and public performances the student in Music Education derives increased knowledge of the fundamentals of orchestral technique, general routine, and program building. For the College community as a whole it offers a distinct cultural enrichment.

The Symphonic Band acquaints the student with band literature, practical experience in rehearsal procedure, and standards for attainment in the field of instrumental music. It familiarizes the student also with concert and broadcasting procedures and serves as a training laboratory for conducting out-of-town engagements and tours. Augmented, it offers experience in various field maneuvers.

The Mixed Chorus has for its purpose the interpretative study of a variety of fine choral music and a practical demonstration of methods and procedures for the attainment of superior choral singing. General College membership is encouraged, and public appearances are regularly scheduled.

The Vested Choir exists for the purpose of studying choral music which supplements the material used in other College organizations. Membership is open to anyone in the College who can meet the requirements and is determined by individual auditions. Eligibility is based on skill in reading, intonation, musicianship, and a voice which will blend well with other voices. Traditionally, much of the choir music is religious in nature, and most of it is unaccompanied.

The Madrigal Singers are a group of eight students who study madrigals and carols, folk songs, and modern works arranged and composed in madrigal style. The group performs at College assemblies and social functions and accepts a limited number of engagements with schools and clubs in the community and in the vicinity.

The College Opera Club takes cognizance of the fact that many graduates are called on to present operettas and other music plays, and provides opportunities to participate in such productions. As a result of such experience, the student gains knowledge in the selection and organization of the opera; purchase or rental of music, costumes, and scenery; and rehearsal technique.

Other Student Musical Organizations, such as vocal and instrumental chamber music ensembles, also contribute to the musical life of the College community. The Esquires, a skilled twelve-piece dance band, play an important part in the social and theatrical activities on the campus.

RELIGIOUS ORGANIZATIONS

The YMCA, to which all men are made welcome, seeks to develop the individual spiritually, morally, and socially. Inspiring programs of music and pertinent discussions are conducted weekly.

The YWCA welcomes all women students and operates for their welfare. The weekly meetings are planned to encourage timely thinking. Guest speakers of distinction frequently address both "Y" groups.

The Gospel Team is a group of men who are ready to aid in Christian work at all times. The organization is active not only on the campus, but also in the local churches and in those of neighboring communities.

ASSEMBLY PROGRAMS

Assemblies for the entire student body, the faculty, and others are held regularly for the purposes of stimulation and relaxation. The programs are in charge of a student-faculty committee, and are inspired and developed by the students themselves. These constitute demonstrations to prospective teachers of instructional and entertaining programs, including groups of different age-levels, of diverse interests, and of various abilities.

ARTISTS COURSES

Two excellent artists courses are conducted by the College—the Assembly course, designed to vary the student-participating activities of the assembly period, and the Auditorium course, intended to provide aesthetic and cultural experiences on a high level. At all times the College attempts to secure the finest lectures, musicians, dancers, and actors obtainable; and during the past several seasons has been fortunate in scheduling such attractions as Senator Gerald P. Nye, Erika Mann, Dr. Henry Seidel Canby, the Ionian Singers, Anna Kaskas, Maurice Marechal, the United States Navy and Marine bands, Ted Shawn, Martha Graham, Miriam Winslow and Foster Fitz-Simmons, and the Hedgerow and Jitney players. Admission to these programs is covered by the Student Activities Fee.

SOUND-MOTION PICTURES

Not only are the finest sound-motion pictures in the fields of entertainment and education presented on the College screen as part of the Auditorium program, but also newsreels and travelouges are scheduled regularly as an adjunct to the Assembly program. They are proving immensely valuable in enrichment of the social and academic life. Admission to these programs is covered by the Student Activities Fee.

COLLEGE COMMUNITY VESPER SERVICES

Vesper services arranged by the College in cooperation with the local churches are conducted on the second Sunday evening of every month. The programs are made up of addresses by well-known clergymen and laymen, representative of all faiths; non-sectarian devotional exercises; and special music.

RADIO BROADCASTING

Radio Broadcasting, the educational values of which are increasingly evident throughout the country, receives particular attention here. Originating in Straughn Hall and in the Mark Twain Hotel in Elmira, N. Y., and reaching listeners through the facilities of CBS station WENY (1200 kilocycles), the College programs feature the symphonic band, the symphony orchestra, and other student organizations of merit.

STUDENT TRANSPORTATION SERVICE

A motor bus capable of carrying twenty-five passengers is owned by the Mansfield Cooperative Government Association. It is used for transportation of student organizations and groups on trips and tours of various sorts.

CAMPUS BOOK AND SUPPLY STORE

A book and supply store is operated on the campus by the Mansfield Cooperative Government Association. This store sells all the educational texts and supplies needed by the students, and any profit accrues to the Association for the furtherance of student social life.

STUDENT HEALTH SERVICE

A modern, well-equipped Infirmary, together with a full-time physician and a graduate, registered nurse, is maintained by the College, not only for the treatment of the ill or injured, but also for the prevention of disease. Regularly the services of the physician and the nurse are rendered without charge.

EDUCATIONAL MUSEUM

An Educational Museum, designed to help in the study of nature and natural resources, housing, clothing, nutrition, and industry and comprising several hundred dioramas, models, maps, and other kinds of exhibits, has been established in Rooms 201 and 202 of the

former elementary laboratory school building. A unit of the Pennsylvania State-Wide Museum Extension Project of the Works Projects Administration, the museum is open not only to the personnel of the College and the local schools, but also to all educational groups and interested citizens of Tioga County and the surrounding area.

PSYCHO-EDUCATIONAL CENTER

Recent and telic development at Mansfield State Teachers College is a Psycho-educational Center, the first in northern Pennsylvania, which has been set up on the campus and which promises to satisfy a long-felt need on the part of not only the local schools and the College, but also other educational institutions and various child welfare agencies of the College service area, to all of which its services are extended.

The purpose of the center is to serve the needs of typical and atypical children and young people who are experiencing difficulties in adjusting in educational and social situations. Its aims are sixfold: to provide a diagnostic agency to which children having various types of educational and social problems may be referred; to assemble physical, psychological, educational, and social data for a better understanding of the whole child as he reacts to his environment; to utilize modern principles of educational hygiene in an approach to the child's problems; to make helpful suggestions for the solution of these problems in the light of center findings; to evaluate by follow-up studies methods used and results obtained; to acquaint school administrators, in-service and student-teachers, and child welfare officials with the latest diagnostic and remedial procedures. The plan of the center is to approach the problems of the child through a study of his physical, intellectual, emotional, educational, and social needs.

Inability to read being one of the most frequent types of school failure, and probably the type most often brought to the attention of the College by the school administrators of the area, special emphasis is placed on the study of reading disabilities in the light of their influence on school behavior and progress.

The center is located in the former elementary laboratory school building in the northeastern section of the campus, in which

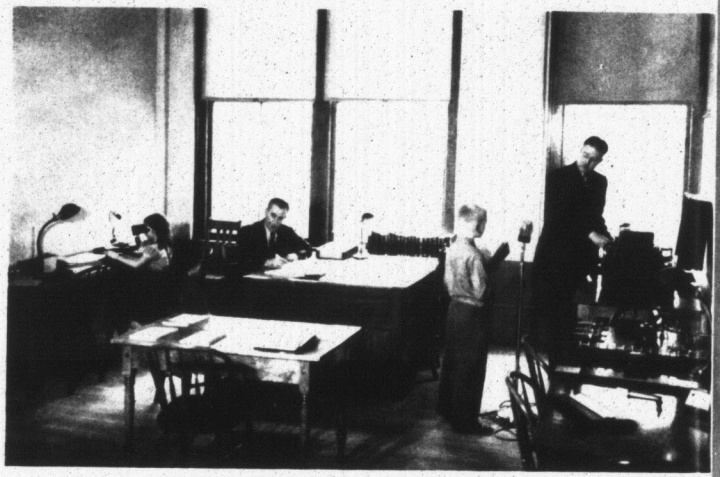
are situated also quarters for instruction in psychology, educational measurements, speech, handwriting, the teaching of reading and of arithmetic computation, children's literature, and piano and for other professional activities; space for chorus rehearsals; and the recently-established Educational Museum. Here, four rooms. No. 100, No. 105, No. 106, and No. 107, in the northeastern portion of the first floor afford space for the psychological laboratory, the reading laboratory, the testing room, and the conference room which constitute the center.

Also, an adjoining auditorium, seating about two hundred persons, provides room for demonstrations and large group meetings. Medical work incidental to the center is carried on in the College infirmary building nearby.

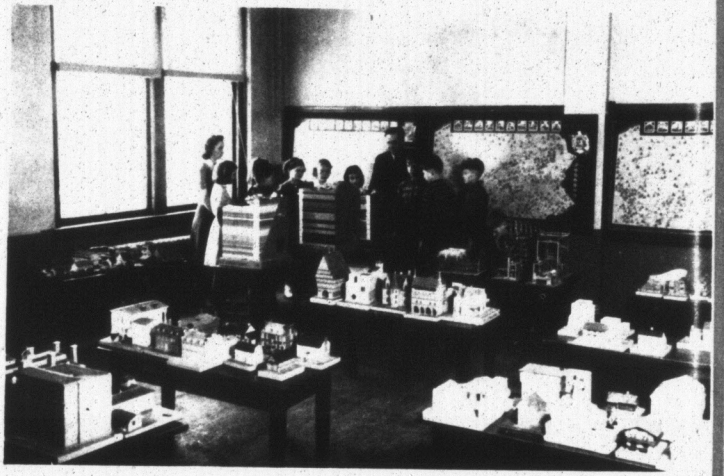
The center is well equipped. Among the more important and interesting pieces are a Fairchild voice-recording machine for studying habits of speech, a Maico audiometer for testing hearing, a Bett tele-binocular for testing vision, and a Metfessel dynomometer for testing muscular coordination and motor control.

KINDERGARTEN ACTIVITIES—ELEMENTARY SCHOOL

STUDENT-TEACHER VISITATION—SECONDARY SCHOOL



NEW PSYCHO-EDUCATIONAL CENTER



NEW EDUCATIONAL MUSEUM

SUMMARY OF GENERAL REQUIREMENTS FOR ADMISSION TO STATE TEACHERS COLLEGES

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, as determined by the Credentials Division of the Department of Public Instruction, and a ranking in the upper half of the class at graduation. Candidates for admission who lack this second requirement at graduation will be required to present further evidence of fitness for admission, as prescribed in the detailed requirements for admission.

2. Integrity and appropriate personality, as indicated in an estimate by secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance, and sympathy.

3. Health, physical vigor, emotional stability, and absence of physical defects which would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college. Specific standards are set up in the detailed requirements for admission.

4. Normal intelligence and satisfactory command of English as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

SPECIAL REQUIREMENTS FOR ADMISSION TO MANSFIELD STATE TEACHERS COLLEGE

1. Graduation from an approved four-year high school.
2. High school record and statement of ranking in class, whether upper half or lower half.
3. Character Rating.
4. Personnel Record.
5. Medical and Physical Record.
6. Personal Interview.
7. Aptitude Test.

The Aptitude Test is required only of those applicants who are rated in the lower half of their high school class. The dates of the test for those planning to enter in the fall of 1941 are Tuesday, July 15, and Tuesday, September 9.

The necessary admission forms will be furnished by the College on request.

CURRICULA OFFERED AT MANSFIELD

1. **The Four-Year Kindergarten-Primary Education Curriculum (Elementary)** affords four years of pre-service preparation in Kindergarten-Primary Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

2. **The Four-Year Intermediate Education Curriculum (Elementary)** provides four years of pre-service preparation in Intermediate Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

3. **The Four-Year Rural Education Curriculum (Elementary)** affords four years of pre-service preparation in Rural Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

A special Elementary Education bulletin will be sent by the College on request to persons interested.

4. **The Four-Year Homemaking Education Curriculum** provides four years of pre-service preparation in the specialized field of Homemaking Education and carries with it the degree of Bachelor of Science in Homemaking Education, entitling the holder to teach and supervise Vocational Homemaking, and generally a secondary subject.

A special Homemaking Education bulletin will be sent by the College on request to persons interested.

5. **The Four-Year Music Education Curriculum** affords four years of pre-service preparation in the specialized field of Music Education and leads to the degree of Bachelor of Science in Public School Music, entitling the holder to teach and to supervise public school music, and generally a secondary subject.

A special Music Education bulletin will be sent by the College on request to persons interested.

6. **The Four-Year Secondary Education Curriculum** provides four years of pre-service preparation in Secondary Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in Junior and Senior High Schools those subjects in which he has specialized, including grades seven and eight when organized on a secondary basis in a 6-3-3 school.

A special Secondary Education bulletin will be sent by the College on request to persons interested.

ELEMENTARY EDUCATION CURRICULUM

Arrangement by Semester Subject to Modification For Administrative Purposes

B. S. in Education

First Semester

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health Education I	4	2
Place and Purpose of Education in the Social Order	3	3
Appreciation of Music	3	2
	21	16

Second Semester

English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
Health Education II	4	2
History of Civilization	4	4
Appreciation of Art	3	2
	21	17

Third Semester

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Elective	3	3
	16	15

Fourth Semester

	Clock Hours	Semester Hours
Literature II	3	3
Principles of Sociology, or Principles of Economics	3	3
Educational Psychology	3	3
Physical Science II	4	3
Electives	4	4
	17	16

Fifth Semester

U. S. History before 1865	3	3
Teaching of Reading	3	3
*Music I	4	2
*Art I	4	2
Curriculum in Arithmetic	2	2
School Law	1	1
Elective	3	3
	20	16

Sixth Semester

History of Pennsylvania	2	2
Teaching of English, including Handwriting	4	3
Music II	3	2
Art II	3	2
Teaching of Health	2	2
U. S. History since 1865	3	3
Elective	2	2
	20	16

Seventh Semester

Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story Telling	3	3
Evolution of the American Public School	2	2

*Preliminary non-credit courses in Art and Music will be arranged for students unprepared to carry Art I or Music I without further instruction.

	Clock Hours	Semester Hours
Ethics	3	3
American Government—Federal, State, and Local	3	3
	19	17
Eighth Semester		
Student Teaching and Conferences	18	12
Curriculum Materials, Selection, and Adaptation	4	3
	22	15

Total—128 Semester Hours

Electives in the Elementary Education Curriculum

Students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum and sixteen semester hours of electives selected from approved courses offered at the College at which the degree is to be conferred.

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Eucation (grades 1-6, or 1-8) are required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

a. Early Childhood Education

	Clock Hours	Semester Hours
Early Childhood Education	3	3
*Student Teaching in grades below Grade Four	18	12
Curriculum Materials, Selection, and Adaptation for Early Childhood grades	4	3
	25	18

b. Intermediate Education

Teaching of American History and Government	3	3
*Student Teaching in Intermediate grades	18	12

*Three semester hours of the twelve required may be observation and participation on other age levels of the elementary field.

	Clock Hours	Semester Hours
Curriculum Materials, Selection, and Adaptation for Intermediate grades	4	3
	25	18

c. **Rural Education**

Rural School Problems	3	3
*Student Teaching under rural school conditions	18	12
Curriculum Materials, Selection, and Adaptation for rural schools or in grades 1-6 or 1-8 under conditions approximating those in rural schools	4	3
	25	18

ELEMENTARY ELECTIVES

Child Adjustment	3	3
Child Psychology	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Education for Family Living	3	3
Mental Hygiene	3	3
Safety Education	2	2
School Finance	2	2
Special Education	3	3
Speech, including Dramatics	3	3
Teaching of Arithmetic	3	3

Courses in academic fields and special curriculums approved at the College in which the student is registered, provided that to achieve a breadth of background not more than six semester hours may be selected from courses listed above, except Speech, including Dramatics, and not more than six semester hours may be selected from any one academic field or special curriculum.

*Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

HOMEMAKING EDUCATION CURRICULUM

Arrangement by Semester Subject to Modification
For Administrative Purposes

B. S. in Homemaking Education

Entrance Requirements

Graduation from a four-year high school or the equivalent, including both high school Chemistry and Physics. A student who has not had high school Chemistry or Physics may make up this deficiency on the campus during the summer.

First Semester

	Clock Hours	Semester Hours
*English I, including Library Science	4	3
*Place and Purpose of Education in the Social Order	3	2
Physical Activity	2	1
Homemaking Education I (Introduction)	2	1
Principles of Design I	4	3
Clothing I	6	3
Textiles	4	2
	25	15

Second Semester

*English II	3	3
Physical Activity	2	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II	3	2
Physiology	4	3
	25	16

Third Semester

*Literature I	3	3
*General Psychology	3	3
Foods II	7	3
Chemistry (Organic)	4	2
Applied Design I (Costume)	3	2
Clothing II	4	2

*Core Curriculum

	Clock Hours	Semester Hours
*Appreciation of Music	3	2
	27	17

Fourth Semester

*Educational Psychology	3	3
Principles of Economics	3	3
Clothing III	4	2
Home Management I	6	4
Chemistry (Physiological)	4	2
*Appreciation of Art	3	2
	23	16

Fifth Semester

Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
Elective	3	3
	25	16

Sixth Semester

Homemaking Education II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Management	8	3
Elective	6	6
	27	17

Seventh Semester

Homemaking Education III (Vocational)	2	2
Student Teaching	16	8
Family Relationships	2	2
Elective	3	3
	23	15

*Core Curriculum

	Clock Hours	Semester Hours
Eighth Semester		
Bacteriology	4	3
Principles of Sociology	3	3
Consumer Education	3	3
*Visual Education	2	1
Elective	6	6
	18	16

Total—128 Semester Hours.

*Core Curriculum

MUSIC EDUCATION CURRICULUM

Arrangement by Semester Subject to Modification
For Administrative Purposes

B. S. in Public School Music

ENTRANCE REQUIREMENTS

In addition to the general requirements for admission as given on Page 29, the following are suggested as usually necessary for success in the Music Education curriculum.

1. The possession of an acceptable singing voice.

2. The ability to sing at sight, and with a fair degree of accuracy of intonation, melodies of the degree of difficulty of simple folk or hymn tunes.

3. The ability to play piano music of the degree of difficulty of the first book of any standard graded course of piano instruction, including equal facility in reading from both treble and bass staves; or sufficient ability on orchestral instruments and in orchestral technique to indicate capability to transfer this musical training to the piano.

4. The ability to pass an examination on the following rudiments of music: intervals, scales, key-signatures.

All applicants for admission must interview the Director of Music Education concerning the above requirements before their applications can be finally approved.

First Semester

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Place and Purpose of Education in the Social Order	3	2
Harmony I	3	3
Solfeggio I	3	2
Ear Training I	3	2
Health Education I	2	1
Practicum: Voice, Piano, Orchestral and Band Instruments; Chorus, Band, and Orchestra. (Study arranged according to individual needs)	9	3
	27	16

Second Semester

English II	3	3
Speech	3	3
Harmony II	3	3
Solfeggio II	3	2
Ear Training II	3	2
Health Education II	2	1
Practicum (See First Semester)	9	3
	26	17

Third Semester

Appreciation of Art	3	2
History of Civilization	4	4
Harmony III	2	2
Solfeggio III	3	2
Ear Training III	3	2
Eurythmics I	2	1
Practicum (See First Semester)	9	3
	26	16

Fourth Semester

Principles of Sociology	2	2
Literature I, or II	3	3
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials I	4	3

	Clock Hours	Semester Hours
Eurythmics II	2	1
Practicum (See First Semester)	9	3
	24	16

Fifth Semester

General Psychology	3	3
Advanced Choral Conducting	3	3
Harmony V	2	2
History and Appreciation of Music I	3	3
Methods and Materials II	4	3
Practicum (See First Semester)	9	3
	24	17

Sixth Semester

Educational Psychology	3	3
Harmony VI	2	2
Advanced Instrumental Conducting	3	3
History and Appreciation of Music II	3	3
Methods and Materials III	4	3
Practicum (See First Semester)	6	2
	21	16

Seventh Semester

Physical Science I	4	3
Student Teaching and Conferences I	8	6
Electives	4	4
Practicum (See First Semester)	6	2
	22	15

Eighth Semester

Educational Measurements	2	2
American Government	3	3
Student Teaching and Conferences II	7	6
Electives	2	2
Practicum (See First Semester)	6	2
	20	15

Total—128 Semester Hours.

SECONDARY EDUCATION CURRICULUM

Arrangement by Semester Subject to Modification
For Administrative Purposes

B. S. in Education

First Semester

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health Education I	4	2
Place and Purpose of Education in Social Order	3	3
Appreciation of Music	3	2
	21	16

Second Semester

English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
Health Education II	4	2
History of Civilization	4	4
Appreciation of Art	3	2
	21	17

Third Semester

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Electives	3	3
	16	15

	Clock Hours	Semester Hours
Fourth Semester		
Literature II	3	3
Principles of Sociology, or Principles of Economics	3	3
Educational Psychology	3	3
Physical Science II	4	3
Electives	4	4
	17	16
Fifth Semester		
American Government	3	3
Educational Measurements	2	2
School Law	1	1
Electives	10	10
	16	16
Sixth Semester		
Guidance	2	2
Problems of Secondary Education	2	2
Electives	13	13
	17	17
Seventh Semester		
Evolution of the American Public School	2	2
Ethics	3	3
Visual Education	2	1
Electives	10	10
	17	16
Eighth Semester		
Student Teaching and Conferences	18	12

	Clock Hours	Semester Hours
Curriculum, Materials, and Adaptation	4	3
	22	15

Total—128 Semester Hours

Notes: (1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.

(2) The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.

APPROVED AREAS OF CONCENTRATION IN THE SECONDARY EDUCATION CURRICULUM

(The Several Elective Fields)

Each prospective teacher enrolled in the Secondary Education Curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours.

As early as possible in the student's academic career, he must demonstrate competence in the fields chosen before permission can be granted to complete requirements for certification.

Pre-requisites for the Election of Areas of Concentration

1. To elect Science, a student must present one high school unit in Chemistry and one high school unit in Physics.
2. To elect Latin, a student must present three high school units in Latin.
3. To elect French, a student must present two high school units in French.
4. To elect Mathematics, a student must present three high school units in Mathematics, of which Algebra and Plain Geometry must have been taken in the senior high school.

ENGLISH FIELD

I. Required: 12 semester hours
- English I .....3—3
- English II .....3—3
- Literature I .....3—3
- Literature II .....3—3

II. Recommended:
6 semester hours
- English Philology .....3—3
- Advanced Composition ..3—3

III. Elective: 6 semester hours
- Shakespeare .....3—3
- Short Story .....3—3
- Modern Novel .....3—3
- World Literature .....3—3
- Contemporary Poetry ...2—2
- Victorian Prose and Poetry .....3—3
- Journalism .....2—2
- Pre-Shakespearean Literature .....2—2
- Romantic Period .....3—3
- Essay .....3—3
- Modern Drama .....2—2
- 19th Century Novel ....3—3
- The Eighteenth Century.3—3

FRENCH FIELD

I. Required: 18 semester hours
- Elementary French, I and II .....6—6
- 19th Century, and Contemporary French Prose and Poetry .....6—6
- Outline Course in French Literature .....3—3
- 17th Century French History and Literature Composition .....3—3

II. Elective: 6 semester hours
- Romantic, and Realistic Movements in French Literature .....6—6
- French Novel .....3—3
- French Drama .....3—3

GEOGRAPHY FIELD

I. Required: 6 semester hours
- Principles of Geography..3—3
- Economic Geography ...3—3

II. Recommended:
12 semester hours
- Geography of U. S. and Canada .....3—3

III. Elective: 6 semester hours
- Climatology and Meteorology .....3—3
- Physiography .....3—3
- Conservation of Natural Resources .....3—3
- Field Courses (to be approved) .....3—3

Geography of Latin America .....3—3
Geography of Europe ...3—3
Geography of the Pacific Realm .....3—3
Commercial and Industrial Geography .....3—3
Trade and Transportation 3—3

LATIN FIELD

Required: 18 semester hours
Latin I, Ovid and Virgil..3—3
Latin II, Livy .....3—3
Latin III, Cicero and Tacitus .....3—3
Latin IV, Horace .....3—3
Latin V, Plutus and Terence .....3—3
Latin VI, Roman Civilization .....3—3

MATHEMATICS FIELD

I. Recommended: 18 semester hours
College Algebra .....3—3
College Trigonometry ...3—3
Analytic Geometry .....3—3
Calculus I .....3—3
Calculus II .....3—3
Statistics .....3—3

II. Elective: 6 semester hours
College Algebra II .....3—3
Synthetic Geometry ....3—3
History of Mathematics..3—3
Applied Mathematics ...3—3

SCIENCE FIELD

I. Required: 12 semester hours
Biological Science, I and II .....8—6
Physical Science, I and II.8—6

II. Recommended: 12 semester hours
See Electives in Biological Science .....6—6
See Electives in Physical Science .....6—6

BIOLOGICAL SCIENCE FIELD

I. Recommended:
12 semester hours

Advanced Botany, I and II .....8—6
Advanced Zoology, I and II .....8—6

II. Elective:
12 semester hours

Ecology .....4—3
Advanced Biology .....4—3
Advanced Zoology .....4—3
Physiology .....4—3
Bacteriology .....4—3
Parasitology .....4—3
Comparative Anatomy...4—3
Histology .....4—3
Genetics .....4—3
Embryology .....4—3
Entomology .....4—3
Advanced Nature Study..4—3

PHYSICAL SCIENCE FIELD

I. Recommended:
16 semester hours

General Inorganic Chemistry, I and II .....12—8
General College Physics, I and II .....12—8

II. Elective: 8 semester hours

Qualitative Analysis ....4—3
Quantitative Analysis ...4—3
Organic Chemistry .....4—3
Physical Chemistry .....4—3
Industrial Chemistry ...4—3
Physiological Chemistry..4—3
Food Chemistry .....4—3
Colloidal Chemistry ....4—3
Descriptive Astronomy ..4—3
Physiography .....4—3
Geology .....4—3
Mechanics .....4—3
Heat .....4—3
Magnetism and Electricity 4—3
Hydrostatics .....4—3
Optics .....4—3
Modern Physics .....4—3
Sound .....4—3
Physics Laboratory .....4—3

SOCIAL STUDIES FIELD

I. Required: 10 semester hours

History of Civilization . . 4—4
Sociology, or Economics . 3—3
American Government . . 3—3

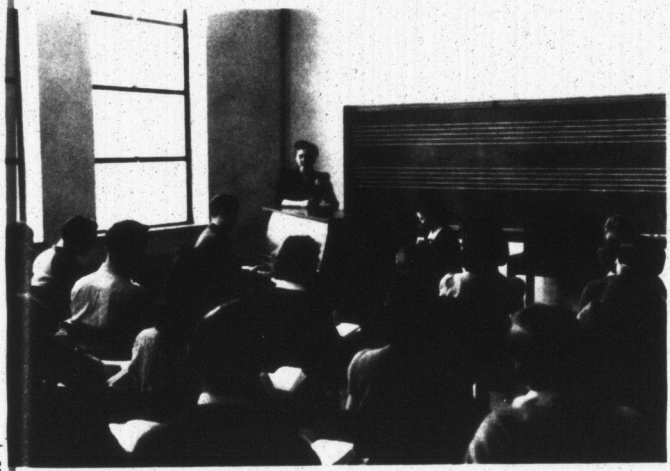
II. Recommended:
9 semester hours

Social and Industrial History of U. S. . . . . 3—3
Modern European History . . . . . 3—3
Principles of Sociology, or Principles of Economics. 3—3

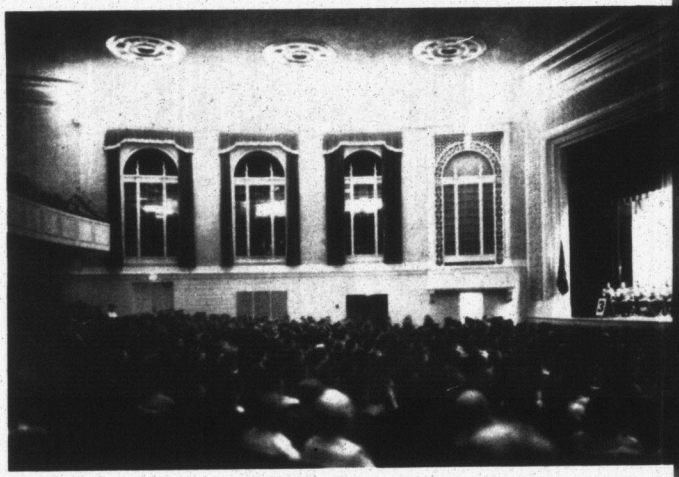
III. Elective: 5 semester hours

Early European History. . 3—3
Principles of Economics. . 2—2
Principles of Sociology. . 2—2
Latin American History. . 3—3
Comparative Government. 3—3
Evolution of Social Institutions . . . . . 3—3
European History since the World War . . . . . 3—3
History of England . . . . 3—3
History of the Far East. . 3—3
History of Pennsylvania . 3—3
Ethics . . . . . 2—2
Renaissance and Reformation . . . . . 3—3
Industrial Relations . . . . 3—3
History of the U. S., I . . 3—3
History of the U. S., II . . 3—3
Introduction of Philosophy . . . . . 3—3
Social Prob'ems . . . . . 3—3

CLASS IN CLOTHING—HOMEMAKING EDUCATION DEPARTMENT



CLASS IN HARMONY—MUSIC EDUCATION DEPARTMENT



CONCERT—STRAUGHN HALL

SOCIAL DANCING—COLLEGE GYMNASIUM

COURSES OF INSTRUCTION

ART

Appreciation of Art aims to develop the knowledge and appreciation of art, so essential to every well-prepared teacher. The chief periods in the history of art become centers of study. Outstanding masterpieces of architecture, sculpture, painting, and the minor arts are studied in relation to modern life and art.

Art I is designed to give experience in handling various media, such as paper, cardboard, thin wood, clay, soap, metal, and weaving and basketry materials. It stimulates response to graphic, plastic, and constructed forms, so that there will be recognition and enjoyment of art. In addition, it prepares the prospective teacher to guide and instruct the child in his art expression.

Art II aims to establish principles, to develop skills, and to give opportunities for creative expression and experience in handling the various media used in the public schools, such as pencil, crayon, water color, etc. It develops the necessary aesthetic judgments and techniques which enable the student to function successfully in realizing the aims of Art Education.

Handcrafts is designed to give experience in crayon painting, stenciling, tie-and spray-dyeing, block printing, batiking, weaving, ceramics, leather and metal crafts, wood-carving, and mask-making. Emphasis is placed upon the importance of fine design in all successful craft work.

Industrial Arts prepares teachers to use pertinent subject matter and materials in the intermediate grades and aims to give definite knowledge about industrial processes. It provides experience in advanced metal craft, wood-working, clay, cement, and papier-mache modeling, weaving, book-binding, printing, etc.

Principles of Design I is a foundation course, establishing elements and principles underlying all art. Historic and contemporary designs in their relation to personal, home, community, and world needs are studied. Experience is given in using design elements and principles, lettering, and color, to develop the thought "Fine art is fine arrangement."

Principles of Design II is the study of historic aspects of the arts of various countries—architecture and craft ornamentation. Experience is given in the selection of art products for school and home. Design is applied to basketry, block printing, tie and dyeing,

and weaving. Special attention is paid to the arts and crafts of Pennsylvania.

Applied Design I (Costume) treats of costuming from its earliest beginnings to the present day, together with the application of ancient principles of costume to modern dress. The human figure, irregularities of form, and methods of concealing such irregularities are studied. The principles of design and color involved are applied directly to the individual student and her personal clothing problem.

Applied Design II (Household) relates the principles of design to the interior and exterior decorating problems of the home. Emphasis is placed on the ability to select house plans and home furnishings. The principles are applied to batiking; hooking rugs; stenciling; and leather, metal, and parchment work.

CLOTHING

(Students provide their own materials subject to the approval of the instructor.)

Clothing I includes the study and application of principles of clothing selection and construction. It aims to create a consciousness of the value of being well groomed. Techniques in construction processes are developed through practice in the making of actual garments for each student. The difficulty of the project undertaken is determined by the progress in ability of the individual student.

Clothing II aims to develop further the techniques and abilities in clothing construction. Direct application of the principles of individual pattern-making are applied in the construction of one or more garments. A study of types of commercial patterns with an interpretation of each forms an integral part of the course.

Clothing III is designed to give additional practice in the development of abilities and techniques in construction of clothing. A study of the processes involved in draping clothing with a practical problem of draping in material difficult to handle is a project in this course. Tailoring as it is applied in a suit and coat is also a practical study made during the semester.

Consumer Education aims to give the individual a sound fundamental understanding of her situation as a consumer buyer. A knowledge of the problems in buying and the difficulties encounter-

ed in solving them is aided through actual buying processes and research on specific commodities.

Textiles has as its purpose to give practical knowledge in the fundamentals of clothing selection and household furnishings. The study includes identification, analysis, choice, use, and care of fabrics from the raw materials to the finished products. The consumer's viewpoint is emphasized throughout the course. Each student is given the privilege of presenting practical subject matter as part of her professional training as a basis for textile teaching and for developing techniques in presenting practical laboratory materials.

EDUCATION

Place and Purpose of Education in the Social Order, including School Visitation, is an introductory course, which aims to give the student a broad overview of public education. Major emphasis is laid on the function of the public school in a democratic society. The course guides students in an appreciative study of education as a professional career and deals with such questions as personal and academic qualifications, choosing a group-curriculum, certification, professional ethics, and other problems pertinent to the teaching profession.

General Psychology is a basic course, which emphasizes the meaning of psychology, its methodology, and its subject matter. It aims to acquaint the student with substantiated facts and principles and to develop in him, through laboratory practice, and appreciation of the scientific attitude and the methods involved.

Educational Psychology applies the principles of psychology to the process of desirable social personality development. It seeks to assist the student in appraising the learning process in the educand and in evaluating both curriculum and methods of instruction in terms of pupil development.

Teaching of Reading affords the student an opportunity to study the various methods and materials used from early times to the present day; to consider the physical, mental, emotional, and social characteristics of children in learning to read; to modify classroom procedure; to promote library rather than textbook methods of study; and to become acquainted with the literature of the field.

Curriculum in Arithmetic is a general survey course having to do with the curriculum for the primary grades. Each topic studied is treated under the following headings: History and Development of Present Technique; Social Use and Its Extent; Mathematical

Principles; Psychology and Experimentation; and Philosophy and Technique.

Child Psychology aims to acquaint students with the growth and nurture of children on the pre-school and elementary school levels. This is studied from the point of view of physical, mental, emotional, and social behavior, with particular emphasis on individual reactions to classroom situations.

Teaching of English, including Handwriting, aims to give prospective teachers an understanding of the English needs of children in the elementary grades. It includes the development of techniques in the teaching of reading, literary appreciation, oral and written composition, and in penmanship. Also, practice is afforded in the analysis of English tests and their administration.

Teaching of Health includes methods of instruction, use of materials, and employment of activities pertinent to school health. Its purpose is to develop in each growing child health consciousness and responsibility conducive to healthful living.

Educational Measurements compares the traditional methods of testing and grading with the scientific methods now in use, supplemented with a limited study of standardized tests in various subjects. The special techniques for evaluating, interpreting, and applying testing results are emphasized and practiced.

Curriculum in Elementary Science aims to acquaint students with objectives basic to the development of scientific concepts in the grades. Units of work are planned to promote a comprehension of simple natural phenomena and of local environment. The course seeks especially to emphasize principles governing the selection and organization of suitable teaching materials.

Visual Education stresses the use of field trips, movies, museums, pictures, maps, graphs, and other outside agencies to supplement and enrich the work of the school. Practical experience in the handling of Visual Education equipment and materials is provided.

Evolution of the American Public School includes a study of as much of the history of the public school as appears necessary for a proper understanding of the major issues current in American public education. Emphasis is laid on recent social movements in the Western World, especially in the United States, which have influenced the development and extension of public schools. The history of public schools in Pennsylvania is given special prominence.

Philosophy of Education develops the basic principles of contemporary public education against a background of historical facts and biological, psychological, and social theory. It deals with various aspects of public and private education and evaluates contemporary school philosophies by seeking an effective combination of theory and practice. The course advocates preparation for democracy by the practice of democracy in schools under the wise guidance of socially-minded teachers.

Student-Teaching and Conferences (Elementary) includes student-teaching under expert supervision in the Campus Elementary School. Special attention is paid to management and planning, the integration of the curricula, and responsibility for creating and developing units of work. The emphasis is on the application of educational theory.

Curriculum Materials, Selection, and Adaptation (Elementary) is designed to acquaint student-teachers with the sources, organization, and advantages of various types of instructional materials. Principles which govern the suitability and organization of activity units are studied, together with the way in which these can be utilized within the state curriculum.

Pre-School Child aims to familiarize the student with the physical, mental, emotional, and social development of the child from birth until he is of school age. The value of regular habits of eating, playing, and sleeping are stressed. The language, play, and manipulative experiences which modify the child's behavior are considered in connection with regular assignments at the Campus Nursery School.

Kindergarten-Primary Theory deals with the basic principles of education in the kindergarten and the first three grades. It is a study of the child in his early school life, the school environment as it relates to his normal development and growth, and the techniques of teaching and guidance most effective in the management of young children.

Child Adjustment emphasizes pupil-adjustment through application of psychological and psychiatric principles. It presents the background of problem behavior through discussion and study of the influence on personality of mental deviation, physical deficiencies, sex conflicts, unfavorable home conditions, and other personal and environmental limitations.

Special Education acquaints students with the problems and methods involved in the adjustment and guidance of exceptional

children in the schools. It gives attention to the diagnosis of and the educational provisions for the mentally gifted or retarded, the emotionally unstable, the delinquent, and the physically handicapped.

Diagnostic Course in Reading purposes to study the psychopathology involved in cases of reading disability. Visual, auditory, and kinesthetic approaches are explored and evaluated. Consideration is given, also, to the various psychological methods employed in a program of re-education.

Parent Education guides prospective teachers in mastering the philosophy and techniques of effective parent-teacher relationships. Specific problems involving home and school cooperation are studied; and current methods in promoting intelligent and sympathetic parent-teacher relationships are evaluated.

Teaching of Arithmetic is an elective course for students interested in teaching Arithmetic in the intermediate grades. The aim of the course is to familiarize students with modern subject matter and instructional methods, the application of psychological principles of teaching, and present-day requirements for efficient citizenship.

Civic Education involves an analysis and study of the concepts which underlie American democracy. Included is a study of the civic background a teacher should possess and of the ways in which the school environment can contribute to building up the outline of a course for the various grades.

Rural School Problems deals with population distribution in farm areas and other matters relating specifically to schools of the fourth-class districts. It takes up the problem of providing an adequate educational program for the one-teacher school, considers plans for the recreational welfare of rural children, and suggests practical ways by which teacher-pupil cooperation may be encouraged.

Secondary School Problems includes a study of the historical development of the secondary school as an integral part of democratic socialization. Attention is given to the aims and purposes of secondary education, its curricula, and the matter of articulation. Special consideration is given to the qualifications of secondary school teachers, the types of school buildings, the development of attitudes on the part of the pupil, and the contributions which each element makes to an effective democracy.

Adolescent Psychology deals with the intellectual, physical, emotional, and social changes which occur during adolescence. It

describes adolescent nature, growth, and development, so as to facilitate both reliable prediction and suitable guidance of behavior during the secondary school period. Psychological principles are given practical illustration and application wherever possible.

Student-Teaching and Conferences (Secondary) directs the attention of the student-teacher to the theory which underlies good secondary school practice. Special observation of and participation in the actual work of teaching are provided under expert supervision.

Curriculum Materials, Selection, and Adaptation (Secondary) is designed to acquaint student-teachers with the sources, organization, and advantages of various types of instructional materials. A study is made of the movement toward the integration of the high school curriculum. This course is closely tied up with teaching in the laboratory schools.

Homemaking Education I (Introduction) deals with problems of the entering student in relation to personal adjustment to college and to the Homemaking Education curriculum. It includes a brief survey of the place of Homemaking in the school program and in the life of the young woman as an individual.

Homemaking Education II (Vocational) stresses the classroom techniques which contribute to the successful planning of units of work and specific daily lessons. The content includes methods of teaching, together with recent developments for testing the results of instruction.

Homemaking Education III (Vocational) is based on a study of the development of vocational legislation, the requirements of the state plan for vocational education, the construction of courses of study for secondary schools, and, finally, the development of a sound philosophy of Homemaking for successful teaching.

Student-Teaching (Homemaking) gives the student an opportunity for teaching and observing in classes representing all phases of Homemaking. At least six weeks is completed in a vocational school of the state under the direction of a local supervisor and the guidance of the itinerant teacher trainer from the Homemaking Education Department of the College.

Methods and Materials I (Music) is based on the musical needs of the kindergarten and the primary grades. Included is the study and care of the child voice, the treatment of non-singers, and the presentation of rote songs. The value of rhythmic work and appreciation is stressed through records and other instructional aids.

Sight reading is stressed in the second and third grades. The students are given opportunity to study texts of various current methods.

Methods and Materials II (Music) continues the study of the child voice and its use in rote singing and sight reading in the elementary grades. Two-part sight reading is stressed, with three-part work as the final objective. Creative work and appreciation are emphasized. The students become acquainted with the materials of several current methods and their principles. Rural work also is considered.

Methods and Materials III (Music) takes up the problem of the junior and senior high school music. Included is a study of the adolescent voice and voice classification. Such matters as the content of general music courses; the organization of orchestras, bands, and choruses; instrumental and vocal classes, general and special; standardized tests; and professional relationships are studied.

Student-Teaching and Conferences I (Music) in the laboratory schools provides the student with opportunities to apply, in an actual teaching situation, musical theories developed in the classroom. Experience in both primary and intermediate teaching is provided under careful supervision.

Student-Teaching and Conferences II (Music) further introduces the student-teacher to the problems of vocal and instrumental music in the junior and senior high schools. Every student-teacher is afforded opportunity to participate in the organization and direction of junior and senior high school orchestras, bands, choruses, and glee clubs.

ENGLISH

English I, including Library Science, stresses correctness of expression with a thorough review of functional grammar, punctuation, and spelling. The course also includes letter-writing, reading reports, and exercises in the use of the dictionary. In its library aspect, it stresses not only sources of information, but also methods of work.

Fundamentals of Speech proposes to develop a pleasant and effective speaking voice, attractive bodily expression, and a sense of organized oral expression. Oral topics, speeches for occasions, conversation, parliamentary practices, and interpretative reading are the activities employed for practice of the principles studied.

English II aims to develop skill in effectiveness of expression, with special emphasis on choice of words, structure of sentences, and organization of material. The course affords much practice in original composition based on the student's own experience, after the class has made a critical study of different types of composition and of various styles of writing.

Literature I (English) is a survey course, in which a study is made of great prose and poetry, beginning with the Anglo-Saxon heritage and ending with the Romantic Revival. It aims to show how the chronological development of literature has reflected the religious, economic, political, and social history of the British Isles.

Literature II (American) is designed not only to acquaint the student with the poetry and prose of this country's great writers, but also to show how these works, from the days of Benjamin Franklin to the present, have reflected the thought and life of the nation. Emphasis is placed on trends in style as well as on the function of literature as a mirror of social development.

Children's Literature and Story-Telling promotes the development of appreciation and discrimination for children's literature through a survey of materials in the field. It is designed to provide the prospective teacher with the techniques incidental to a well-integrated program of creative reading on the elementary level.

English Philology traces the development of the English language through the Old English, Middle English, and Modern English periods, with emphasis on the last. It examines the origin and creation of words and contemporary pronunciation and spelling, and endeavors to arouse interest in intelligent word choice and use.

Advanced Composition seeks to develop superior skill in writing and in teaching others to write. It endeavors to lead the student to finer appreciation and skills through an analysis of his reactions to his own writing and to that of others. Course discussions and exercises are dominated by the purpose of preparing better teachers of English for the secondary field.

Shakespeare is a study of the most popular comedies, tragedies, romances, and historical works of this playwright. While the emphasis is on appreciation, one play of each type is given intensive treatment from the standpoints of plot, characterization, and language.

Short Story is a study of short narrative structure and its appreciation, with emphasis on elementary principles of setting, plot,

characterization, and style. Masterpieces of modern short story writers are studied.

Modern Novel is a study of contemporary fiction, which seeks to acquaint the student with modern trends in subject matter and style and to develop in him powers of discrimination. While comparison of eighteenth and nineteenth century novels is made, the principal emphasis is placed on twentieth century works.

World Literature aims to acquaint students with foreign literatures which have strongly influenced English and American life and letters. Selected passages in translation are read from the more important classics in Hebrew, Greek, Roman, Italian, French, Spanish, and German literatures. Their literary and cultural influences on the English-speaking world are studied, as well as their value to their own times and peoples.

Contemporary Poetry is primarily a study of twentieth century poetry. While a brief survey of Victorian poetry is made, the poetry being written today in England, Ireland, and America receives the major emphasis. Though the principal concern is with appreciation, some attention is given to forms and technique.

Victorian Prose and Poetry aims to acquaint the student with the great writers of the Victorian era. It also endeavors to familiarize him with the relationship of these writers to their time and to the present day.

Pre-Shakespearean Literature aims to introduce students to the chief English writers before 1600, with some consideration of their place in the literary and cultural life of their times. Major attention is given to Chaucer and his work with special practice in reading the original Middle English of the period.

Romantic Period sets forth the important part played by European writers of prose and poetry in that great humanitarian movement known as the Romantic Revival. The writers of the period are presented to the student as reflecting and likewise stimulating a social upheaval.

Essay includes a brief study of the form and development of the essay. Representative English and American essays, from the seventeenth century to the present time, are read and analyzed. Particular stress is placed upon the essay as an instrument of propaganda and reform, as well as a work of art and philosophical thought.

Modern Drama is designed to acquaint the student with the contributions of representative contemporary dramatists. Attention

is given to experiments in technique and style which have been made in an attempt to express new subject-matter and new points of view. English, music, and art are considered as correlated forms of expression.

Dramatic English is designed to acquaint the student with the development of the drama from Aeschylus to O'Neill. English, music, and art are regarded as correlated forms of expression. Attention is given to the basic principles of dramatic production.

FOODS

Foods I is a fundamental course in the study and application of scientific principles of meal-planning and food-selection, preparation, and-serving. The laboratory work provides an opportunity for the development of good habits of work; the gaining of experience in the best practices relative to food-preparation and-serving; and the knowledge and appreciation of high standard products. A unit in Marketing helps to develop an appreciation of food-marketing and consumer problems.

Foods II aims to educate students in wise food-selection and menu-planning. The study and the preparation of foods for family dinners are stressed. The same general plan for laboratory work is followed as in Foods I. A unit in Food-Preservation is included. Approved methods and equipment are used.

School Lunchroom-Management meets the need for providing well-balanced, health-sustaining meals to pupils. In this course students have an opportunity to manage and carry out the preparation and serving of a noon lunch. Maximum nutrition at minimum cost is the keynote of school lunch-planning.

Nutrition approaches the study of nutrition from the viewpoint of positive health, and fundamental principles showing the relationships of food and health are stressed. Study is made of the quantitative and qualitative needs of individuals, dietary contributions of foods, and relative costs. From these studies adequate dietaries are planned for individuals and families on varying income levels. The feedings of infants, pre-school children, and in-school children are studied. The recognition of signs of good nutrition and the improvement of dietary habits are encouraged.

FRENCH

Elementary French I aims to impart to the student the fundamentals of French vocabulary, pronunciation, and grammar. It

seeks to aid the student in acquiring increased knowledge of English vocabulary and grammar and of the relationship between English and French.

Elementary French II aims to perfect the student's pronunciation and grammar through varied oral exercises. It seeks to develop skill in oral and written composition growing out of discussions and readings pertaining to French life and customs.

Nineteenth Century French Prose and Poetry aims to acquaint the student with the development of the literature of the period following the Franco-Prussian War. It includes a thorough review of the rules of pronunciation and grammar through the reading of representative works.

Contemporary French Prose and Poetry aims to acquaint the student with the literary movements and productions of the period following the World War and to improve pronunciation and grammar. It also seeks to endow the prospective teacher with the practical and cultural values underlying the teaching of French.

Outline Course in French Literature aims to trace the origin and development of the French language and literature from the time of the Roman Conquest. It emphasizes the literary productions of the Renaissance and the evolution of the subsequent philosophical and scientific movements which culminated in the French Revolution. It also provides instruction in composition and problems of method.

Seventeenth Century French History and Literature Composition aims to acquaint the student with the content and form of the literature of the Classical Age. It traces the growth of tragedy and comedy and includes the intensive study of at least one play by Corneille, Racine, or Moliere.

Romantic Movements in French Literature aims to develop appreciation of the general character and significance of the Romantic School through the reading of representative selections from the great writers of the time. In addition, it emphasizes collateral reading on the historical and social aspects of the period.

Realistic Movements in French Literature seeks to trace the growth of Realism as a protest against the decadent period of Romanticism. It aims to familiarize the student with the style of various authors of the time and stresses extensive collateral readings on the economic and social changes of the period.

French Novel aims to trace the development of this literary form from its inception during the seventeenth century to its perfection in the nineteenth century. It correlates the growth of the novel with the changes in various economic, political, and social institutions, and includes an intensive study of two or more great novels.

French Drama seeks to acquaint the student with the evolution of the drama from its origin in religious ceremonials to its nineteenth century form in the comedy of manners. It points out the relationship between the structure of the drama of different periods and the organization of French society, and includes an intensive study of two or more modern dramas.

GEOGRAPHY

Principles of Geography gives the student a foundation for understanding the major elements of the natural environment. It takes up such basic factors as land and water forms, climate, minerals, etc. In the analysis of how man utilizes these factors, a geographic vocabulary is built up, and map-making and other geographic techniques are learned.

Economic Geography introduces the types of activities by which men in various work regions adjust themselves to the environmental complex and the inter-regional relationships involved in the exchange of commodities. Factors which tend to defeat such adjustments also are given some attention.

Geography of Western Hemisphere is a study of the major regions of North and South America from the viewpoint of relationships between life items, features, and activities, and the conditions and factors of the natural environment. Attention is given to organization of geographic units and to presentation of geographic information.

Geography of Eastern Hemisphere is a study of the natural, economic, and political regions of the Eastern Hemisphere. Emphasis is laid on the interrelations of people and on the study of at least two political units of Europe.

Geography of United States and Canada analyzes these two areas in order to develop the geographic elements of their various regions and to establish their geographic relations in respect to other areas. Emphasis is placed on scientific observation, field work, and the use of topographic maps.

Geography of Latin America includes material relating to all those parts of the Western Hemisphere which lie south of the United States. An attempt is made to show how the various groups of Latin Americans have adjusted themselves to their natural environment and how possible readjustments might be made to realize the potential wealth of this area.

Geography of Europe interprets geographically the natural economic and political regions of Europe and related outlying areas. A study of population and work patterns and the securing of current data and the proving of its worth help the student to acquire skills useful from the standpoint of teaching in the secondary school.

Geography of Pacific Realm aims to acquaint the student with the natural features and human activities of the areas constituting this realm. Parts of Asia and Africa, though not strictly of the Pacific Realm, are studied in connection with this course.

Physiography presents studies of the dynamic physical forces which have shaped the earth into its present form. The construction and interpretation of map projections and topographic and geologic representations are an important part of this course.

Climatology and Meteorology consists of a study of the air and the different climatic regions of the earth. The use of instruments, together with daily and cumulative weather records, is made the basis for an understanding of weather prediction.

Conservation of Natural Resources includes the history of the conservation movement and the conservative utilization of such natural resources as forests, soil, mineral fuels, metallic minerals, water supply and water power, streams, recreational facilities, and human resources.

HEALTH EDUCATION

Health Education I, including Physical Education and Personal Hygiene, in its classroom aspect, emphasizes the fundamentals of anatomy and physiology in their relationship to personal health. In its gymnasium aspect, the course stresses enjoyable forms of physical activity, with special attention to posture and corrective exercises.

Health Education II, including Physical Education and Personal Hygiene, on the classroom side, emphasizes preventive medicine through the media of child health examination and the practice of contagious disease control. On the gymnasium side, the course

stresses the importance and value of physical activities and the development of individual techniques and skills.

Physical Activity I (Homemaking) provides for participation in various recreational activities, including tennis, archery, badminton, table tennis, shuffleboard, deck tennis, basketball, and dancing.

Physical Activity II (Homemaking) provides for participation in the recreational activities of basketball, volley ball, softball, bowling, table tennis, badminton, archery, tennis, and dancing.

HOME MANAGEMENT

Home Management I treats of the principles involved in the most efficient use of ability, time, energy, and materials in performing household activities, including order of work, time studies, and comparison of procedures. It includes a study of storage problems and all the processes employed in the care of the house, such as cleaning, laundering, and meal service, as well as the equipment used in these processes. The physics principles underlying fuel-selection, heating, ventilating, lighting, water supply, sewage-disposal, and refrigeration also are emphasized in this course.

Home Management II (Economics) deals with personal and family financial problems and the underlying economic principles which affect them. It includes a study of incomes, simple accounts, the making of plans for the most satisfactory distribution of the income, real estate problems, banking problems, saving and investments, advertising, propaganda, purchasing methods, and legal contracts of the family.

Home Management III (House) consists of several week's stay in a living unit with a resident instructor. Here, all the activities of a normal family in its own home are performed by the students, who rotate in the capacities of hostess, waitress, cook, laundress, housekeeper, and house guest, each student having an opportunity to act in each capacity for a certain length of time. In this course, students are expected to put into actual practice the principles learned in all homemaking courses.

Family Health aims to give a more intelligent understanding of the part the home plays in the maintenance of positive personal health. Work is given in emergency and first aid treatments and in the handling of minor illnesses in the home. Nearby hospitals are visited for observation purposes.

Child Development treats of the mental and physical development of the young child from the pre-natal stage until he is of school age. Units include the care of the mother and of the baby when he arrives, the care of the baby up to the age of one year, and attention to the mental development of the young child as shown by his powers of attention and manipulation on various levels.

Nursery School Child offers students the opportunity to observe the nursery school age child in an environment planned with his best mental and physical development in mind. It provides contact with a group of pre-school children, whose behavior patterns vary widely; and it furnishes actual living situations for the application of the principles and theories studied in the Child Development course.

Family Relationships, for which Sociology is a prerequisite, is among the most interesting studies of the entire course. Here, each student has an opportunity to study home situations and to discuss personal problems. While certain background information in connection with the history of the family is studied, the principal emphasis is placed on the lives of children in the intimate environment of the home.

LATIN

Ovid and Virgil is designed to bridge the gap between high school and college Latin by the use of material similar to that used in the fourth year of high school Latin. Selections from Ovid's Metamorphoses and from Virgil's Eclogues and Bucolics are studied, with special emphasis on Greek and Roman mythology, poetical usages, and life in the classical world. In connection with the course, thorough drill is given in Latin forms, construction, and figures of speech.

Livy is a study of Latin prose based on Books I, XXI, and XXII of this author. Included is a review of prose construction, together with a study of new constructions, especially those peculiar to Livy. Class discussion is centered around such topics as the historical value of legendary material and the comparison of Livy's historical method with that of other historians.

Cicero and Tacitus includes a study of Cicero's DeSenectute and DeAmicitia and of selections chosen from Tacitus' Germania and Agricola. Both units of work should give abundant opportunity for enriching the student's experience with different types of Latin literature.

Horace aims to foster an appreciation of Latin lyrical poetry through a study of Horace's Odes. Topics stressed are Horace's philosophy of life, the social and political life of the Augustan Age, and the chief lyrical meters employed.

Plautus and Terence concerns itself with the development of Roman drama and the translation of one play by each of these dramatists. The two are contrasted not only as to point of view and literary style, but also as to the different groups for which they wrote.

Roman Civilization is designed to provide the prospective Latin teacher with an opportunity to review the texts which he must use and to round out the cultural background necessary for successful Latin teaching. In this connection, the student is required to organize the instructional materials acquired through his previous study of the classics.

MATHEMATICS

College Algebra aims to give a comprehensive review of elementary Algebra and to present such new topics as are requisite for more advanced work in mathematics. Another objective is to foster continued practice in accuracy and conciseness of mathematical expression.

College Trigonometry seeks to develop the principles underlying plane triangles and to make these significant through the solution of a wide range of practical problems. The course includes a thorough review of logarithms and a careful treatment of correlated exercises in Arithmetic, Algebra, and Geometry.

Analytic Geometry explores new domains in special relationships through algebraic symbolization. Definite formulas are interpreted by means of rectilinear and polar coordinates, and technical proficiency is given constant exercise in solving problems garnered from life.

Calculus I develops thoroughly the theory of the basic principles underlying the processes of differentiation and integration. The topics involving maxima and minima, points of inflection, direction of motion, summation, related rates, work, and pressure are given intensive treatment. Frequent application is made through the solution of problems in geometry, mechanics, and physics.

Calculus II continues the work developed in Calculus I, extending the field to treat differentiation and integration of trigonometric

and logarithmic equations, including areas and volumes involving these equations. Other topics developed are the theorems of Pappus, simple harmonic motion, center of gravity, moment of inertia, and the stressing of phases involving double integration.

Statistics aims to acquaint the student with the common graphical methods used in statistical studies covering many fields of human activity. After mastering the mathematics involved, the student is given extended practice in fitting empirical facts to appropriate charts or graphs.

College Algebra II is designed for students desiring to major in mathematics. It is based on the idea that fundamental concepts and techniques in mathematics cannot be mastered by mere exposure or imitative manipulation but require real understanding and much independent practice.

Synthetic Geometry aims to teach students to grasp geometrical concepts through the process of rigid deductive reasoning. After a review of essential axioms and definitions, the student is given practice in the formal demonstration of certain representative theorems.

History of Mathematics aims to give to the prospective teacher of the subject a larger view of the beginnings and developments of mathematical thinking. The course deals with the lives and the contributions of the great mathematicians of history and traces the development of the number concept from primitive days to the present.

Applied Mathematics is a methods course, in which the subjects of Arithmetic, Algebra, Geometry, and Trigonometry are considered from the standpoints of essential topics and related educational principles. Each student is required to demonstrate his teaching ability by presenting type lessons, explaining troublesome problems, and administering sample tests.

MUSIC

Harmony I aims to give the student a thorough understanding of the structure of intervals, scales, triads, the dominant seventh and ninth chords, and the use of key-signatures. It seeks to develop, through analysis, experimentation at the key-board, and composition and harmonization of melodies, a feeling for key and mode; an understanding of the function of the primary harmonies, inversions, and non-chordal tones in their relationship to phrase and cadence; and a knowledge of the elements of form.

Harmony II includes a study of the secondary harmonies, both triads and seventh chords, and simple alterations. It seeks to develop further the technique of the student in the composition and harmonization of melodies, with and without words, in both chorale and piano style.

Harmony III includes the study of modulation, chromatic alterations, and the structure and effect of various types of seventh chords. These studies are carried on through analysis, keyboard assignments, harmonization of melodies, and the composition of original illustrations.

Harmony IV has as its purpose the application to the keyboard of the harmonic principles and vocabulary acquired in Harmony I and II. Its procedure includes harmonization of melodies at the keyboard, improvisation of accompaniments and small piano pieces, playing at dictation, and transposition. Assignments vary according to the pianistic ability of the individual students.

Harmony V consists of a study of musical form as illustrated in the works of the Classic and Romantic schools. Emphasis is placed on the relationship of pattern and structure in music to the artistic principles of unity and variety, and on the relationship of key to musical form. Included are the study and analysis of the homophonic forms through the song forms, the rondo, sonatina, and sonata-allegro forms, and a review of harmonic analysis.

Harmony VI offers an opportunity for musical composition in the smaller forms. It aims to develop in each student a feeling for musical form and a technique for writing and arranging music for voices, piano, or small groups of instruments. It also includes a review of the harmonic materials and the principles of form studied in preceding courses.

Ear Training I concentrates on the aural study of the melodic and rhythmic problems studied in Harmony I and Solfeggio I. Students are led to recognize aurally, reproduce orally and at the keyboard, and to represent in musical notation melodies in either major or minor mode. Emphasis is placed on phrase-wise thinking. The bass and treble clefs are employed in writing.

Ear Training II is a continuation of Ear Training I and parallels the problems studied in Harmony II and Solfeggio II. Two-voiced dictation is added.

Ear Training III aims to develop facility in the aural recognition of the qualities and functions of diatonic harmonies and

simple alterations. The aural effect of inversions is stressed. The tonal and rhythmic problems of Ear Training I and II are reviewed in longer and more difficult melodies played and written from dictation.

Solfeggio I aims to develop facility in singing at sight and the ability to sing with good intonation. It includes diatonic skips and scale-wise progressions; minor mode; chromatic tones; two— three— and four-quarter measure; two tones to the beat and the dotted beat note. Emphasis is placed on phrase-wise thinking and on the elements of form.

Solfeggio II aims to increase the sensitivity of the student to correct intonation and to develop his ability to sing a second part. It includes two-and three-part singing; six-eighth, nine-eighth, two-half, and three-half measure; three and four tones to the beat with their various combinations; the melodic minor scale.

Solfeggio III aims to develop greater facility in the tonal and rhythmic problems already presented and additional mastery of the problems of part-singing. The new rhythmic problem is that of two and four tones against three with their various combinations.

Eurythmics I provides experience with the fundamentals of musical rhythm and their bases in bodily movement. It is designed to develop posture, relaxation, and balance, as well as to enrich individual expression in music through attention to rhythm, nuance, and the bodily interpretation of musical structure.

Eurythmics II is a continuation of Eurythmics I, demanding the development of greater skill in muscular response to musical rhythm. Special emphasis is placed on individual and creative expression.

History and Appreciation of Music I is a study of the evolution of forms and styles of musical composition, notation, instruments, and performance from primitive times through the eighteenth century. It attempts to show the relationship of styles and practices in music to social conditions and to the other arts, and the relationship of the composer to the period in which he works.

History and Appreciation of Music II continues the study of the various phases of music from the latter half of the eighteenth century to the present. It attempts to develop further a sensitivity to style as illustrated in the music of various periods.

Elements of Conducting provides practice in the technique of the baton, including left-hand expressiveness. Problems of meter

and interpretation are dealt with in many musical examples, aiming to develop the power to adapt oneself to any conducting situation.

Advance Choral Conducting gives instruction, demonstration, and practice in the refinement of conducting technique as applied to more subtle problems of interpretation. Study is also made of means for the improvement of blend, balance, and intonation in choral groups; suitable material for school choruses and glee clubs; and program-building.

Advanced Instrumental Conducting aims to apply the principles of conducting to practical situations. The student is given the opportunity of rehearsing and conducting full symphonic groups, as well as smaller ensembles and individual sections of instruments. Instrumentation and scoring, program-arranging, library technique, and means for band and orchestra betterment are discussed in weekly seminars.

Applied Music Study, arranged in accordance with individual needs, is offered in voice, piano, violin, organ, and all band and orchestra instruments. This is required work for all students following the Music Education curriculum, as the result of which these students are qualified to offer instruction and to conduct bands and orchestras on graduation. Students in other departments also may avail themselves of such study by special arrangement.

Music I aims to acquaint the student with materials to be used in the first four grades of the public school. The student learns to read music, to interpret songs, and to apply elementary theory. Special attention is given to the study of the child voice.

Music II is a continuation of Music I, affording additional opportunities for the application of skills developed in the earlier course. Assigned observation lessons in the laboratory schools are presented by experienced teachers. Interpretative rhythms and creative music are given due consideration.

Appreciation of Music is organized on a unit basis and is devoted to the study of various types of musical expression. Classroom discussion is supplemented by correlated library work and the use of recorded music. As each unit is developed, it is related to its artistic, political, and social background.

Advanced Music Appreciation is designed particularly to carry on the study of music by means of fine recordings, both domestic and imported, of the more advanced classic and modern compositions.

SCIENCE

Biological Science I is an introductory course intended to serve as a foundation for later studies in Psychology, Sociology, and Education, as well as for advanced work in the biological field. It is concerned with the facts and principles which underlie the phenomena of life, both plant and animal, and with the kinds and relationships of living organisms.

Biological Science II is concerned largely with a study of the organ systems and physiological processes of the vertebrates, with special emphasis on man. Heredity and the development of the individual are given considerable attention; while other topics, such as geographical distribution, adaptation, and ecological relationships, are briefly considered.

Physical Science I is an introduction to the fundamental principles of Mathematical Geography, Earth History, Geology, Mineralogy, and Astronomy, with particular attention to the importance of understanding the contribution of these sciences to the world in which we live.

Physical Science II is a study of some of the minerals of economic use to mankind, leading into a study of the ways in which man is mastering his material world, through an ever-increasing understanding of its nature. Physical and chemical principles are considered in this connection.

Astronomy gives the student an understanding of the earth's place in the solar system. A study of the instruments of Astronomy is combined with observations with the telescope, the spectroscope, and the sextant, and with a description of the planetarium and its projector.

Advanced Botany I gives to the student an understanding of the structures and life processes of seed plants. Included is a detailed study of the gross anatomy, as well as the microscopic structure of all the plant organ.

Advanced Botany II is concerned chiefly with a study of the principal groups of plants, beginning with the algae and fungi. Plant relationships and classification are stressed, and an effort is made to give the student a view of the plant kingdom as a whole and the ability to locate plants in their proper places.

Advanced Zoology I is concerned mainly with a study of the life processes of animals and the structures and organs concerned

in these processes. While frequent reference is made to lower forms, the emphasis is on the chordates—particularly the higher groups.

Advanced Zoology II attempts to provide a general view of the animal kingdom, including relationships and classification of animals. Attention is given to all the main groups, and examples of most of them are studied in the laboratory. Collection, identification, and preservation of local forms for use in teaching are included in the course.

Physiology has as its objectives a thorough understanding of the physiological processes of the higher animals. Comparisons are made throughout the entire vertebrate group, with frequent reference to the invertebrates for physiological antecedents. While the emphasis is on function, considerable attention is given to structure.

Comparative Anatomy strives to give a more thorough acquaintance with the comparative anatomy of the vertebrate series. Dissection is made of the cat, and, when time permits, of a lower vertebrate also. The functional importance of the structures studied is emphasized.

Entomology treats of the characteristics of the orders and families of insects, their life histories and habits, and their relations to other animals and to plants. Field trips are an important feature, and each student is required to accumulate and prepare a typical collection of insects.

Advanced Nature Study is intended for prospective teachers of high school Biology and General Science. It aims to develop a familiarity with local fauna and flora which will enable the student to identify most of the forms he is likely to meet in his teaching. Numerous field trips are taken, and much material is collected and studied. Some attention is given to nature photography and the making and coloring of lantern slides.

General Inorganic Chemistry I includes a study of the non-metals and their compounds. A working knowledge of symbols, valences, formulas, and writing reactions and the solution of problems relating to chemical changes are stressed.

General Inorganic Chemistry I includes a study of common metals and their compounds. Methods of preparation, properties, uses, and tests receive ample attention. Study and discussion of the theories of ionization and chemical equilibrium and their applications to chemical changes are considered.

College Physics I may be considered a "tool course" for every other science. Topics in mechanics, heat, and sound are studied and their relations to physical phenomena discussed.

College Physics II covers important topics in magnetism, electricity, and light. A better understanding of one's physical environment is the main objective of the course.

Mechanics includes the mechanics of solids, involving such topics as various types of motion, equilibrium, moments of inertia, elasticity, and friction. Elementary operations with rectors are applied in the solution of certain problems.

Heat covers the basic principles of heat phenomena. Such topics as temperature measurements, thermal expansion, heat transfer, change of state, elementary kinetic theory, and thermodynamics are included.

Magnetism and Electricity deals with the interrelations of the two subjects. Discussions and problems are based on modern methods of measuring current, resistance, electromotive force, and power.

Qualitative Analysis includes the study and practice of separating and identifying the cations and anions of the more common elements. Basic principles underlying the methods of Qualitative Analysis and some applications of the science are stressed.

Quantitative Analysis is a beginner's course, presenting methods of volumetric, gravimetric, and electro-analysis. Some attention is given to the solution of simple problems related to the theory and practice of the subject.

Organic Chemistry often is called the chemistry of the carbon compounds. During the first half of the semester, the aliphatic series of compounds is studied, including a consideration of the hydrocarbons, alcohols, ethers, aldehydes, and ketones. Other studies include the animo acids, esters, proteins, and related compounds. During the second half of the semester, the aromatic series of organic compounds is studied. Included are the cyclic and hetero-cyclic compounds, terpenes, and related substances, as well as some of the organo-metalic compounds of this series.

Physical Chemistry is an elementary treatment of the science, which aims to systematize all of the established facts and laws governing the various phenomena of chemical action. Important topics included are solutions of electrolytes, thermochemistry, elec-

trolytic equilibrium, kinetics, conductance, hydrolysis, osmotic pressure, and freezing-and boiling-point determinations.

Physiological Chemistry aims to establish a relationship between chemical composition and biological function. Such topics as absorption, diffusion, dialysis, enzymes, vitamins, blood and urine analysis, and the metabolism of fats, proteins, and carbohydrates are included in the study.

Food Chemistry includes a study of carbohydrates, fats, lipeds, and proteins as they appear in the human diet. The fuel value of foods and the energy requirements of the body are noted, together with the economic use of foods.

Colloidal Chemistry involves only the elementary principles of the subject. Instruction is offered on such topics as emulsions, gels, coagulation, adsorption, viscosity, plasticity, osmosis, interfacial tension, and the formation of colloids by condensation and dispersion.

Biology I (Physiology and Hygiene) stresses some of the fundamentals of physiology, such as the conservation of energy and its convertibility from one form to another; the recognition of food as a biological fuel; and the biological principles controlling the activities and functions of the human body. The processes by which food is supplied to and used by the body are especially emphasized.

Biology II (Bacteriology) is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Special attention is given to micro-organisms in relation to problems of food-preparation and preservation; problems of personal, home, and public sanitation; and problems of immunity.

Inorganic Chemistry I includes a working knowledge of symbols, valences, formulas, reactions, and equations, together with the solution of problems as they apply to chemical changes. The non-metallic elements and their compounds, together with methods of preparation and a description of chemical and physical properties, uses, and tests, receive a major portion of the time spent on the subject.

Inorganic Chemistry II embraces a study of the metallic elements and their compounds. Insofar as time permits, the theories of ionization and chemical equilibrium and their applications to chemical changes are studied and discussed. A brief treatment of colloids also is included.

Organic Chemistry purposes to present problems of structure and methods of preparation, both theoretical and practical, in the study of the alcohols, amines, aldehydes, ketones, and ethers. Stress is placed on their recognition and application in Physiological Chemistry and Nutrition.

Physiology (Homemaking) covers briefly the structure of the human body and the biological principles which control its activities. The processes by which food is used by the body are especially emphasized.

Bacteriology (Homemaking) is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Special attention is given to micro-organisms in relation to problems of food-preparation and preservation; problems of personal, home, and public sanitation; and problems of immunity.

Chemistry (Inorganic) (Homemaking) deals with the fundamentals of chemistry, i. e. symbols, valences, formulas, reactions, and equations. The metallic and non-metallic elements, their occurrences or preparations, properties, uses, and tests are covered. Colloidal chemistry is reviewed briefly.

Chemistry (Organic and Physiological) (Homemaking) serves as a foundation for courses in foods and nutrition. A comparatively brief survey is made of organic chemistry with its hydrocarbons, aldehydes, ketones, ethers, amines, acids, and alcohols. Emphasis is placed on the physiological phase, since it includes the subject of carbohydrates, fats, proteins, minerals, vitamins, digestion, metabolism, and internal secretions, all of which are of vital importance in nutrition.

SOCIAL STUDIES

History of Civilization is an intensive study of man's constructive achievement and development in ways of thinking, governing, and living, or in the intellectual, emotional, and mechanical phases of life. Included are a survey of valuable contributions of ancient and medieval cultures, a consideration of the rise and growth of nationalism, a study of the effects of revivals and reforms, and an appraisal of the significance of expansion and inventions.

Principles of Sociology aims to supply the student with a systematized background. It endeavors to develop independent thinking on matters relating to social groups and to inculcate the habit of interpreting life situations from the sociological viewpoint.

Principles of Economics deals with the basic factors involved in the business of making a living. The relations between business and labor and the relations of government to both are among the topics considered.

American Government investigates the basic principles of American Government; the Constitution of the United States; the machinery through which it is implemented; and the consideration of some major governmental issues.

School Law aims to demonstrate the relation of federal, state, and local government to education. Federal subsidies are examined with respect to their implications toward state education. Through the use of the "school code", state and local government of education is investigated.

U. S. History before 1865 aims to acquaint the student with discovery and settlement; colonial development; revolution; government organization; territorial expansion; economic, industrial, political, and cultural development; foreign relations; and slavery, up to and including the Civil War.

U. S. History since 1865 emphasizes the use of historical facts in their relation to current social, political, and industrial problems. The student is encouraged to develop analytical capacities, through the study of historic and current problems. Emphasis is placed on the use of the library in solving these problems.

Rural Sociology seeks to acquaint the student with material relative to rural society. Economic conditions, health and sanitation, educational problems, cultural and recreational activities, and rural institutions are among the topics considered.

Guidance includes a survey of the Guidance movement, with a detailed consideration of the various phases of the Vocational Guidance program. Some time is given to the study of tests pertinent to and valuable for Guidance purposes. Brief consideration is given to the desired cooperation between industry and the school, to bring about a more effective vocational adjustment on the part of the individual.

Social and Industrial History of the U. S. aims to trace the development of social and economic institutions in this country. An attempt is made to discover the more important factors giving direction and momentum to the evolution of these institutions. Library materials, both source and secondary, are among the more important "tools" used in the course.

Modern European History covers the period from the Congress of Vienna to the present time. It establishes a basis for the evaluation of contemporary events and seeks to instill the belief that perspective alone enables the student thoroughly to interpret the present. It also endeavors to familiarize the prospective teacher with international affairs.

Early European History aims to clarify the continuity of history and to point out the kinds of change which constitute progress. It also seeks to develop historical appreciation of the contributions of the past to the civilization of the present.

Latin American History covers the history of South America from the time of its discovery to the close of the wars of independence. A study of the economic, political, and social systems used by the European nations to colonize and exploit the country affords the student a better opportunity to understand the characteristics of our Southern neighbors.

Comparative Government examines some of the theories which have been advanced concerning the origins of governmental authority. Then, modern governments are classified, and their methods of solving national problems are compared.

Origin of Social Institutions is a detailed study of the nature of various social groups. Special attention is paid to the processes by which socializing agencies have operated to bring about the establishment and maintenance of such groups. The course aims to develop independent thinking and the interpretation of life situations in the light of sociological considerations.

History of England traces the development of the people and institutions of England from the Anglo-Saxon conquest to the present time. Consideration is given to the advantages of climate and topography and of racial characteristics which have enabled England to become the head of a vast empire.

History of Ethics emphasizes the origin, growth, and development of standards of conduct which have helped man to solve the problems of moral relationships. Particular stress is placed on idealistic conceptions which have been instrumental in establishing right attitudes and right habits.

Industrial Relations considers the current efforts of government to help solve problems of industry and trade. Such efforts are traced historically, with emphasis on the regulation of existing evils. A study is made of federal and state legislation, along with important court decisions.

FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

A. FEES.

I. Student Activities Fee.

A student activities fee determined by each institution will be collected from all regularly-enrolled students and will be administered through a cooperative organization under regulations approved by the board of trustees. This fee covers the cost of student activities—athletics, entertainments, publications, etc. Students taking fewer than eight semester hours or students taking extension courses may secure the benefits of the activities program by paying this fee. The student activities fee as determined and collected by the Mansfield Cooperative Government Association is $12.00 per semester. This fee for the regular summer session is $2.00.

II. Contingent Fee.

A contingent fee will be collected from all students as follows:

	Semester	Year
Elementary Curriculum	$36.00	$72.00
Secondary Curriculum	36.00	72.00
Homemaking Curriculum	72.00	144.00
Music Curriculum	90.00	180.00

This fee covers the costs of registration; the keeping of student records; and library, laboratory, and student health services. In addition to the aforementioned amounts, the average student will require for books, gymnasium attire, and miscellaneous expenses at least $40.00 per year.

III. Housing Fee.

1. The housing fee for students shall be as follows:

	Semester	Year
Room, Board, and Laundry	$126.00	$252.00

(a) No reduction in the fee is to be made when students go home or when laundry is done elsewhere.

(b) Students may occupy a double room alone by paying an additional $36.00 per semester.

(c) In those colleges where off-campus rooming students board in the college dining room and in the two institutions maintaining Home Management groups, the housing fee shall be divided, $2.00 for room and $5.00 for board per week.

2. The fee for the regular summer session shall be $42.00.

3. The housing fee for employees other than those included in the State Classification Schedule (faculty, clerks, et al.) shall be $9.00 per week.

4. The charge for meals to transients shall be:
Breakfast, $.30; Luncheon, $.40; Dinner, $.50.

IV. Infirmary Fee.

1. The services of the college physician and the college nurse are available to those who are ill or injured. Medicines for minor illnesses and dressings for injuries are furnished free of charge, but students must pay for special prescriptions or preventive vaccines.

2. After three days in the Infirmary, students from the dormitory shall be charged a hospitalization fee of $1.00 per day in addition to the regular housing fee.

3. Day students admitted to the Infirmary shall be charged a fee of $2.00 per day. This charge includes only regular medical and nursing services.

V. Isolation Fee.

1. If the college maintains isolation quarters for the contagiously sick, the college shall charge $10.00 per week in addition to the regular housing fees. This fee does not include special medical or nursing services.

2. Day students admitted to the isolation quarters shall be charged at the rate of $2.00 per day, plus $10.00 per week. This fee does not include special medical or nursing services.

VI. Out-of-State Tuition Fee.

A tuition fee of $105.00 per semester, or $210.00 per year, per student is charged by the State Teachers Colleges of Penn-

sylvania. In the case of residents of the state, this fee is paid into the college by the Commonwealth, through a subsidy of state funds. This subsidy, however, is not provided by other states; and it is therefore necessary for residents of such states to pay the tuition fee personally, over and above all other fees. This fee for the regular summer session is $35.00.

VII. Private Music Instruction Fees.

In the colleges maintaining the special music curriculum the charge for private lessons in Music to students **not following the Music curriculum** shall be:

(a) Voice, piano, band, or orchestral instruments—$24.00 per semester for one lesson per week.
Pipe organ—$42.00 per semester for one lesson per week.

(b) Rental of room for practice, one period per day—$6.00 per semester. Rental of pipe organ for practice, one period per day—$36.00 per semester. Rental of band or orchestra instruments—$6.00 per semester.

VIII. Degree Fee.

A fee of $5.00, to cover the cost of diploma, shall be paid by each candidate for a degree.

IX. Transcript Fee.

A fee of $1.00 shall be paid for the second and each subsequent transcript of record.

X. Delinquent Accounts.

No student shall be enrolled, graduated, or given a transcript of his record until all fees have been paid.

XI. Late Registration Fee.

Each student registering after the date officially set for registration shall pay an additional fee of $1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of the late registration fee shall not exceed $5.00, except

when permission for late registration has been secured in advance from the President because of illness or other unavoidable cause.

B. DEPOSITS

An advance deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter the college for the term or semester designated. If, however, the student notifies the college at least three weeks before the beginning of the semester or term that he is unable to enter, or if the student is rejected by the college, the deposit is repaid on application from the student through the college authorities.

A check or money order for this deposit must be drawn in favor of the **Commonwealth of Pennsylvania.**

C. REPAYMENTS

I. Repayments will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the board of trustees. These will include the amounts of the contingent and housing fees paid by the student for the part of the semester which the student does not spend in the college.

II. Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.

Irregular Payment of Fees. The activities fee shall be paid for the full semester at the beginning of each semester. All fees may be paid for the full semester at the beginning of each semester, if more convenient to students or patrons. Special arrangements may be made with the president of the college for the payment of fees at different times from those indicated, should such a plan prove helpful or necessary.

Checks and Cash. At the beginning of each semester, one check in the amount of $12.00 must be drawn in favor of the **Mansfield Cooperative Government Association.** This will pay the student activities fee.

A second check or money order, covering the amount due, as listed in the "Summary of Fees" schedule (See Pages 78 and 79),

must be drawn in favor of the **Commonwealth of Pennsylvania.** This will pay the contingent and housing fees.

Do not submit checks **in excess** of the amounts due, as the college is legally unable to cash them or to refund balances.

Fees may be paid in cash if more convenient.

Tuition. The state teachers colleges exempt students who are legal residents of Pennsylvania from the payment of a tuition fee. In return for this, students, on entering a college, must agree to teach in the schools of the Commonwealth for not less than two years.

Damages. Dormitory rooms are fully equipped for students on entrance. Any damage to rooms or furnishings beyond that which comes from ordinary use will be charged to students. At the beginning of the term, all necessary electric lamps are furnished without charge. If damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

Charges during Illness. Charges during illness, previously mentioned (See Page 74), do not include the expense of employing trained nurses or the costs of medicine, for all of which students or parents are responsible. In cases of serious illness, students may be removed to a hospital (See Page 14), where special expenses must be met.

Financial Obligations. The acceptance of a student is for a semester; and parents or any others who are providing for the expenses of a student at the college should understand that their financial obligations are for the entire semester.

SUMMARY OF FEES

STUDENTS LIVING AT THE COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 12, 1941:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Room, Board, & Laundry...	63	63	63	63
Total Due Commonwealth of Pa.	$ 81	$ 81	$ 99	$108
Activities Fee—Total Due Mansfield Coop. Govt. Assn..	$ 12	$ 12	$ 12	$ 12
Amount Due Nov. 10, 1941:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Room, Board, & Laundry...	63	63	63	63
Total Due Commonwealth of Pa.	$ 81	$ 81	$ 99	$108
Total—First Semester	$174	$174	$210	$228

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Jan. 26, 1942:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Room, Board, & Laundry...	63	63	63	63
Total Due Commonwealth of Pa.	$ 81	$ 81	$ 99	$108
Activities Fee—Total Due Mansfield Coop. Govt. Assn..	$ 12	$ 12	$ 12	$ 12
Amount Due Mar. 30, 1942:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Room, Board, & Laundry...	63	63	63	63
Total Due Commonwealth of Pa.	$ 81	$ 81	$ 99	$108
Total—Second Semester	$174	$174	$210	$228

SUMMARY OF FEES

STUDENTS NOT LIVING AT THE COLLEGE

First Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Sept. 12, 1941:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Total Due Commonwealth of Pa.	$ 18	$ 18	$ 36	$ 45
Activities Fee—Total Due Mansfield Coop. Govt. Assn..	$ 12	$ 12	$ 12	$ 12
Amount Due Nov. 10, 1941:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Total Due Commonwealth of Pa.	$ 18	$ 18	$ 36	$ 45
Total—First Semester	$ 48	$ 48	$ 84	$102

Second Semester

DESCRIPTION	Elementary Ed.	Secondary Ed.	Homemaking Ed.	Music Ed.
Amount Due Jan. 26, 1942:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Total Due Commonwealth of Pa.	$ 18	$ 18	$ 36	$ 45
Activities Fee—Total Due Mansfield Coop. Govt. Assn..	$ 12	$ 12	$ 12	$ 12
Amount Due Mar. 30, 1942:				
Contingent Fee	$ 18	$ 18	$ 36	$ 45
Total Due Commonwealth of Pa.	$ 18	$ 18	$ 36	$ 45
Total—Second Semester	$ 48	$ 48	$ 84	$102

PROVISIONS FOR STUDENT AID

SCHOLARSHIPS

State Scholarships—Holders of state scholarships may use them at Mansfield State Teachers College when enrolled in any four-year degree curriculum.

Student Loan Fund Scholarship—A few scholarships of $50.00 each are awarded from the Student Loan Fund each year. Eligibility for such awards is determined by the College authorities in charge of the fund.

Martha Colegrove Memorial Scholarship—A scholarship of $100.00 per year has been made available by Mr. and Mrs. H. W. Colegrove of Knoxville, Pennsylvania, as a memorial to their daughter, Martha, to be awarded each year to an outstanding woman student in the Music Education curriculum. This award is made by the Music Education faculty.

LOANS

Student Loan Fund—Through the generosity of alumni and friends of the College, a substantial fund has been accumulated for the purpose of aiding worthy students through the medium of loans which are to be paid back to the fund as soon as possible after the borrower leaves the College, so that others who are in need may have an opportunity to share in the benefits thus accruing from such a revolving fund. Loans not exceeding $100.00 per year, with $50.00 as the maximum amount each semester, may be granted during the junior and senior years of attendance at the College, if satisfactory security is provided. This fund is administered by the Business Office with the approval of the President of the College.

Robert Cowles Memorial Loan Fund—The Music faculty administers a loan fund as a memorial to Robert Cowles. This fund, made up largely of contributions from the Cowles family of Orwell, Pennsylvania, makes available loans not exceeding $100.00 to worthy music students during the junior and senior year of attendance at the College.

Omicron Gamma Pi Student Loan Fund (formerly Domicilian Student Loan Fund)—Dormitory seniors in the Homemaking Education Department who have maintained good scholastic standing

and who have high ideals and strong character may have the opportunity of borrowing from this fund amounts to be determined by the committee in charge of the fund. Application for loans should be made to Omicron Gamma Pi.

Faculty Loan Fund—For several years the College faculty has set aside $100.00 per year to be loaned in small amounts to worthy students who are temporarily in need of funds. This fund is administered by the budget committe of the faculty.

Tioga County Women's Clubs Foundation—The Tioga County Federation of Women's Clubs has established a loan fund, limited for the present to one or two loans of $100.00 to $200.00 per year. The loan is available to any woman student from Tioga County, preferably to applicants from the Homemaking Education Department. Application for loans should be made through the President of the College or through the agency designated by him.

WORK OPPORTUNITIES

At the College—A limited number of positions at the College are available for students in need of part-time employment. Such opportunities, however, are open chiefly to upperclassmen who have demonstrated their ability to do satisfactory College work. These positions are confined to the kitchen, the dining hall, the library, and the administrative offices.

In the Community—While Mansfield is primarily a residential center, some part-time employment in the community frequently may be secured. Such openings are provided through the hotel, the restaurants, the motion picture theater, the garages, and the stores.

In Private Homes—A reasonable amount of work in private homes approved by the College is available. Often students are placed in contact with these homes by friends, alumni, student organizations, or churches. Such arrangements must be approved by the Dean of Women or the Dean of Men prior to the beginning of each semester. However, students and their parents or guardians assume responsibility for such off-campus arrangements.

National Youth Administration—During the past several years, the Federal Government has very generously provided funds to maintain student part-time employment programs. Toward the continuance of this type of student aid from year to year, every effort will be expended.

THE 1941 SUMMER SESSION

Time of Session

The 1941 Summer Session, six weeks in length, will begin on Monday, June 23, and end on Saturday, August 2. June 23 will be registration day.

Purpose and Scope

The Summer Session is planned especially for in-service teachers who need additional certification or a degree and for college students who wish to speed up the completion of their curriculum, to adjust irregularities, or to remove deficiencies. The courses offered are selected carefully and in sufficient variety to meet the needs and interests of most kinds of students.

During the 1941 Summer Session the features will be special work shop courses in elementary and secondary education for students who have had some teaching experience, regular courses from the several curricula, and attractive recreational and social activities appropriate to the season.

Special Offerings

Work Shop Courses—The special work shop courses in elementary and secondary education will afford opportunities for students who have had some teaching experience to work on their own problems and to develop effective problem-solving techniques through individual and group projects, individual and group conferences, directed reading, observation of demonstration teaching, and participation in actual teaching if desired. In this work the students will be assisted not only by members of the Mansfield staff, but also by staff members from nearby colleges and universities, supervisory officials in the Mansfield service area, and members from the state department of public instruction.

Other Courses—The regular courses from the several curricula will include courses especially appropriate for students in the elementary and secondary education fields, together with core courses, common to all curricula, suitable for students in the homemaking and music education fields. Elective courses in the several secondary education areas of concentration, courses in Handicrafts and Industrial Arts, and private lessons in Voice and Piano also will be available on sufficient demand. The campus laboratory schools will be open each morning for observation and teaching.

Credit

All courses will carry full credit toward certification and a degree. Six semester hours of credit is the standard allowance for a six-weeks summer session.

Expenses and Fees

A contingent fee of $5.00 per semester hour of credit, together with a student activities fee of $2.00, will be charged. Students following the homemaking education curriculum will be charged an additional contingent fee of $12.00; while students following the music education curriculum will be charged an additional contingent fee of $18.00. Students not residing in Pennsylvania will be charged an out-of-state tuition fee of $35.00.

Summer Catalog

A detailed description of the courses, extra-class activities, and costs of the Summer Session will be found in the 1941 Summer Catalog Number of the College Quarterly, which will be sent by the College on request to persons interested.

CERTIFICATION OF TEACHERS

The Provisional College Certificate. This credential is granted to all holders of a degree immediately following graduation and is valid for three years.

In the Elementary field, such a certificate qualifies the holder to teach in all elementary grades, including grades seven and eight when organized on an elementary basis in an 8-4 school.

In the Secondary field, such a certificate qualifies the holder to teach the subjects specified on its face in any high school.

In the field of Homemaking or Music, such a certificate qualifies the holder to teach or supervise the special subject in both elementary and secondary schools.

Making the Provisional College Certificate Permanent. This action is accomplished by completing subsequent to graduation three years of successful teaching in the public schools of the Commonwealth and at least six semester hours of approved college work in educational theory or the subjects named on the certificate.

Certification in Additional Fields. Holders of certificates for teaching in the secondary field often desire certification for teaching in the elementary field and vice versa. Such certification may be secured by completing additional work as indicated hereinafter.

College certificates in the Secondary field may be validated for the Elementary field by completing thirty semester hours of approved courses in the field of elementary education, including six hours of elementary student-teaching. The courses must be selected from the following list or its equivalent:

Educational Measurements for Elementary Teachers
Teaching of Elementary Science
Elementary English
Teaching of Reading
Teaching of Arithmetic
Principles of Geography
United States History
Teaching of Geography
Teaching of Elementary Social Studies
Health and Hygiene in the Elementary School
Teaching of Primary Subjects
Child Phychology
Art in the Elementary School
Music in the Elementary School
Principles of Elementary Education
Kindergarten-Primary Theory
Civic Education
Elementary School Curriculum
Elementary School Methods.

College certificates in the Elementary field may be validated for the Secondary field by completing eighteen semester hours of approved courses in the elective field desired, six hours in secondary education, and six hours of secondary student-teaching, a total of thirty hours.

The State Standard Limited Certificate. This certificate qualifies the holder to teach in an elementary school for three calendar years. The certificate may be renewed for subsequent three-year periods on evidence of teaching success and the completion during each three years of an additional twelve hours of work leading to a degree in the elementary field. The State Standard Limited Certificate will not be granted after February 1, 1943; and students who entered the College in September, 1939, or thereafter are required to complete the full four-year degree curriculum.

Normal School Diplomas. The certificates of graduation issued by Normal Schools and Teachers Colleges in the past, when converted into diplomas after two years, carried with them permanent certificates for teaching elementary subjects. Thus, persons holding such diplomas and certificates and desiring to complete the requirements for a degree are given credit for one-half of the degree course, on the basis of the old Normal curriculum. The remaining requirements may be completed as rapidly as these persons wish, without affecting their certification rights. On completion of the degree course, however, a Provisional College Certificate is issued.

Extension Courses. Teachers in service may complete by extension courses up to 25% of the courses listed for a degree. This means a maximum of thirty-two semester hours in any four-year curriculum. However, only work graded above the lowest passing grade at the institution attended can be accepted on a transfer record. No extension courses are offered at Mansfield.

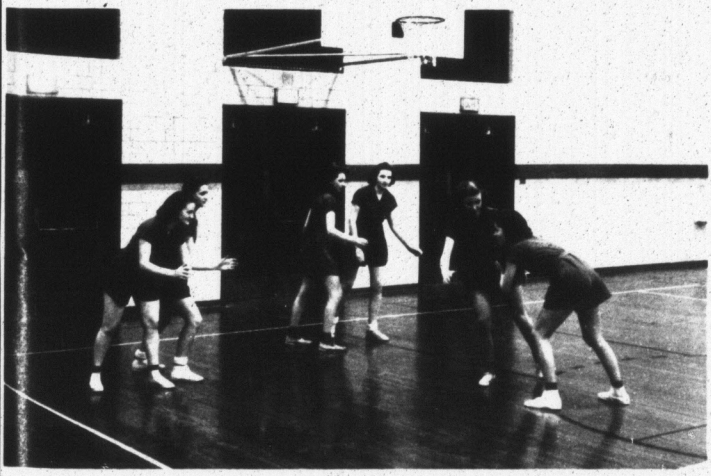
Saturday Classes in Residence. Full information relative to such offerings may be obtained from the Dean of Instruction at the College.

Correspondence Courses. The regulations of the Department of Public Instruction prohibit the giving or accepting of such courses for credit subsequent to September 1, 1927.

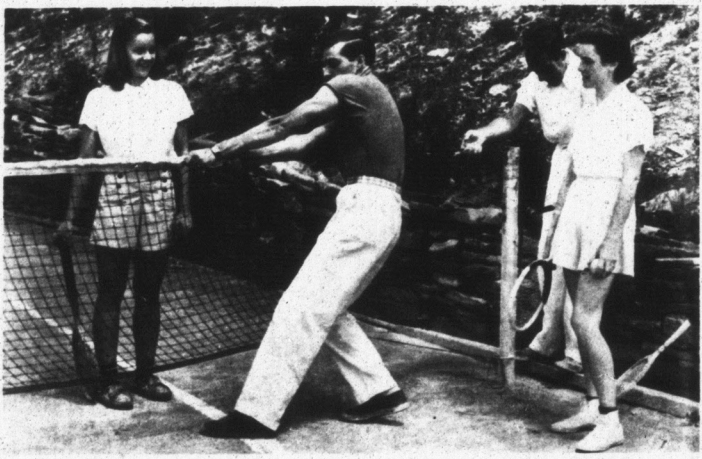
PLACEMENT SERVICE

A teacher-placement bureau, presided over by an experienced director, is maintained by the College. Here, an active file is kept of all graduates and prospective graduates of the institution. The bureau is ready at all times to assist school boards, principals, and superintendents in finding the teacher best-qualified to fit their needs. It may be depended on to give accurate and complete information regarding the character, scholarship, and teaching ability of candidates; and it can give twenty-four-hour service in reply to any request for information or recommendation. Persons interested in placement should communicate with Dr. George A. Retan, Director of Laboratory Schools and Placement, State Teachers College, Mansfield, Pennsylvania.

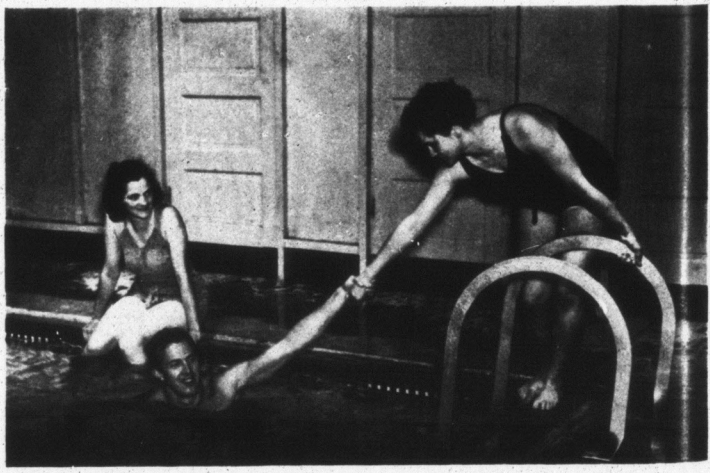
FOOTBALL



BASKETBALL



TENNIS



SWIMMING

ROSTER OF STUDENTS

POST-GRADUATE STUDENTS

Name	Undergraduate College	Town	County
Beal, Alice R., B.A.	Pennsylvania State	Troy	Bradford
Brown, James A., B.S.	Mansfield	Nelson	Tioga
Bunnell, Hugh F., A. B.	Pennsylvania State	Birchardville	Susquehanna
Feig, Ruth D., B.S.	Mansfield	Mansfield	Tioga
Hawkins, James R., B.S.	Mansfield	DuBois	Clearfield
MacCrumb, Lorna L., B.S.	Mansfield	Mansfield	Tioga
Rockwell, Janet A., B.A.	Pennsylvania State	Troy	Bradford
Sherman, Reed A., B.S.	Mansfield	Mansfield	Tioga
Smith, Robert C., B.S.	Mansfield	Mansfield	Tioga
Watkins, Emily G., B.S.	Mansfield	Elkland	Tioga

UNDER-GRADUATE STUDENTS

Name and Classification *	Town	County
Abell, Marguerite—SE4	Rome	Bradford
Adams, Deirdre E.—HE2	Crooked Creek	Tioga
All, Frances R.—HE3	Stroudsburg	Monroe
Allen, Nellie W.—EE3	Middlebury Center	Tioga
Andrews, Minnie M.—EE3	Elmira, N. Y.	Chemung
Andrus, Naomi M.—EE4	Genesee	Potter
Antonson, Genevieve F.—ME2	Port Allegany	McKean
Appleman, Kathleen—HE1	Benton	Columbia
Armstrong, Barbara C.—SE4	Shinglehouse	Potter
Armstrong, Ruth E.—HE4	Wilkes-Barre	Luzerne
Aten, Mercedes E.—EE1	Towanda	Bradford
Augustine, Margaret—HE4	Springville	Susquehanna
Auvil, Mary L.—HE3	Noxen	Wyoming
Ayres, Donald L.—SE1	Canton	Bradford

* EE—Elementary Education; HE—Homemaking Education; ME—Music Education; SE—Secondary Education

1—Freshman Year; 2—Sophomore Year; 3—Junior Year; 4—Senior Year

Name and Classification	Town	County
Baer, Emma M.—HE3	Salunga	Lancaster
Bailey, Carol V.—SE4	Mansfield	Tioga
Bailey, Homer D.—SE1	Mansfield	Tioga
Bailey, Lawrence R.—ME3	Mansfield	Tioga
Bailey, S. Roger—SE4	Mansfield	Tioga
Baker, Betty E.—SE1	Tunkhannock	Wyoming
Balderson, George R.—SE1	Throop	Lackawanna
Bardwell, Frances A.—EE3	Troy	Bradford
Barnes, Doris E.—EE4	Towanda	Bradford
Barrett, Vera A.—EE1	Snedekerville	Bradford
Beach, Freda M.—EE3	Towanda	Bradford
Beardslee, Eloise J.—HE1	Starrucca	Wayne
Beck, Mary H—.HE3	Loysville	Perry
Beirne, Helen E.—EE2	Towanda	Bradford
Beirne, John F.—SE1	Towanda	Bradford
Bentley, Abderiene—EE3	Columbia Cross Roads	Bradford
Bixler, Mary E.—HE4	Lebanon	Lebanon
Blackwell, E. Dellivan—SE2	Elkland	Tioga
Blake, Anne E.—HE2	Newfield	Potter
Blessing, Earl W.—SE1	Harrisburg	Dauphin
Bloom, J. Clarke—SE1	Troy	Bradford
Brocknewch, Marion R.—EE2	Knoxville	Tioga
Bolt, Carol N.—HE3	Mainesburg	Tioga
Bolt, Thelma E.—ME2	Covington	Tioga
Borden, Dorothy M.—ME3	Ulysses	Potter
Bostock, Doris L.—ME2	Mansfield	Tioga
Botterbusch, Gladys M.—HE3	York	York
Bottiger, Irene N.—HE1	Mt. Pleasant Mills	Snyder
Bower, Jean E.—EE4	Blossburg	Tioga
Bower, Jean M.—HE4	Newville	Cumberland
Bower, Robert L.—SE4	Blossburg	Tioga
Boyer, Dorothy E.—HE3	Lewisburg	Union
Brace, Lillian E.—ME2	Mansfield	Tioga
Brace, Wanda L.—EE4	Mansfield	Tioga
Braisted, Richard V.—SE1	Mansfield	Tioga
Brannan, Thomas J.—EE2	Wilkes-Barre	Luzerne
Brecher, Frances H.—ME4	Powell	Bradford
Brecher, Mary L.—SE3	Powell	Bradford
Brightbill, Arlene E.—HE1	Myerstown	Berks
Brion, Pearl A.—HE3	Williamsport	Lycoming
Brister, Florence E.—ME4	LeRaysville	Bradford

Name and Classification	Town	County
Britton, Janet H.—ME2	Scranton	Lackawanna
Brooks, Ronald E.—ME1	Union City	Erie
Brotzman, Carol J.—HE2	New Milford	Susquehanna
Brown, Dena M.—EE3	Canton	Bradford
Brown, Harold L.—SE2	Troy	Bradford
Brown, Hazel W.—EE3	Tunkhannock	Wyoming
Brown, Madelon R.—HE2	Middlebury Center	Tioga
Brown, Marion A.—SE4	Thompson	Susquehanna
Bryan, Bernard L.—ME1	Sherburne, N. Y.	Chenango
Bryan, Eleanor J.—ME1	Mansfield	Tioga
Bryan, Ross E.—SE2	Mansfield	Tioga
Buck, Ruth L.—EE4	Ulysses	Potter
Buckbee, Ednamae—ME2	Tioga	Tioga
Buckwalter, Mary C.—HE1	Reading	Berks
Bump, Dorothy J.—EE1	Lawrenceville	Tioga
Burke, Mary A.—EE4	Choconut	Susquehanna
Burkhart, Eleanor R.—HE4	Honesdale	Wayne
Burnett, Catherine E.—EE4	Troy	Bradford
Burns, Barbara M.—EE4	Bath, N. Y.	Steuben
Burton, Jeanette A.—EE1	Susquehanna	Susquehanna
Bussler, Lucy A.—HE1	Williamsport	Lycoming
Butsavage, John A.—SE4	Ashley	Luzerne
Buttermore, Lyell L.—ME3	Connellsville	Fayette
Butts, Loren D.—ME2	Sayre	Bradford
Campbell, Betty J.—HE2	Jersey Shore	Lycoming
Canedy, Margery E.—HE4	Sylvania	Bradford
Carman, Martha G.—EE3	Troy	Bradford
Carpenter, Charles J.—ME3	Crooked Creek	Tioga
Carson, Beulah A.—SE1	Covington	Tioga
Carson, Elaine L.—EE3	Covington	Tioga
Carter, Charlotte E.—HE4	Montrose	Susquehanna
Casale, Michael J.—EE1	Williamsport	Lycoming
Caswell, Blanche E.—SE4	Taylor	Lackawanna
Cawley, Genevieve F.—EE4	Eldred	McKean
Cawley, Joan E.—ME1	Eldred	McKean
Cawley, Robert J.—EE3	Eldred	McKean
Ceder, Robert E.—SE1	Arnot	Tioga
Chaffee, Eloise O.—HE2	Greenwood,N.Y.	Steuben
Cheplick, John—SE3	Olyphant	Lackawanna
Clare, Jean B.—HE2	E. Mauch Chunk	Carbon
Clare, Virginia I.—HE4	E. Mauch Chunk	Carbon

Name and Classification	Town	County
Clark, Fay E.—EE3	New Milford	Susquehanna
Clendenen, Barbara W.—ME1	Derrick City	McKean
Cleveland, W. Harvey—SE3	Mansfield	Tioga
Cleveland, Shirley W.—SE3	Mansfield	Tioga
Cole, Anna E.—EE1	Mansfield	Tioga
Cole, Homer E.—SE4	Mainesburg	Tioga
Coleman, John B.—ME4	Johnstown	Cambria
Collins, Frances L.—EE4	Crooked Creek	Tioga
Collins, Thomas F.—SE2	Wilkes-Barre	Luzerne
Comstock, M. Loretta—EE4	Morris	Tioga
Cook, Dorothy—HE2	Wyoming	Luzerne
Cooley, Harry H.—ME4	Kingsley	Susquehanna
Coombs, Eliza F.—EE3	Taylor	Lackawanna
Coppersmith, Teresa M.—ME1	Emporium	Cameron
Cotter, Ruby E.—EE3	Wysox	Bradford
Craft, John C.—ME3	Connellsville	Fayette
Crichton, Margaret A.—EE4	Wellsboro	Tioga
Crispen, Ruth D.—HE4	Watsontown	Montour
Criss, Augusta M.—EE1	Millerton	Bradford
Criss, Bessie I.—EE2	Millerton	Bradford
Croisdale, Nellie—HE2	Muncy Valley	Sullivan
Cronk, O. Belle—SE3	Stevensville	Bradford
Crossley, Virginia M.—HE1	Mansfield	Tioga
Cummings, Marian M.—EE1	Mansfield	Tioga
Cummings, Virginia A.—EE4	Troy	Bradford
Cuneo, Orianna—EE1	Tioga	Tioga
Cunningham, Patrick J.—SE1	Wilkes-Barre	Luzerne
Curren, Esther J.—EE2	Gillett	Bradford
Cutler, Ruth I.—ME2	Drumore	Lancaster
Daggett, L. Martin—SE1	Millerton	Tioga
Daily, Mary Jean—EE2	Genesee	Potter
Daley, Robert J.—SE1	Mayfield	Lackawanna
Daniels, James R.—SE1	Sayre	Bradford
Danneker, Martha J.—HE4	Williamsport	Lycoming
Dardenne. Mary A.—SE3	Port Allegany	McKean
Davidheiser, Ardath M.—HE2	Boyertown	Berks
Davies, Hazel C.—HE3	Slatington	Lehigh
Davis, Anna K.—HE4	Wellsboro	Tioga
Davis, Eloise C.—EE3	Neath	Bradford
Davis, Mary M.—HE3	LeRaysville	Bradford
Dean, Robert M.—SE2	Penbrook	Dauphin
DeLappa, Frances M.—EE2	Punxsutawney	Jefferson

Name and Classification	Town	County
Demyan, Mary R.—HE4	Wilkes-Barre	Luzerne
Devling, Patricia E.—ME2	Galeton	Potter
Devling, Wilhelmina L.—EE4	Galeton	Potter
DeWalt, Ada M.—ME4	Mansfield	Tioga
Dieffenbacher, Lois G.—HE1	Bloomsburg	Columbia
Dieffenbacher, Ruth L.—HE2	Bloomsburg	Columbia
Diem, Ethel M.—HE4	Scranton	Lackawanna
Dildine, Eleanor M.—ME1	Benton	Columbia
Dimmick, Elizabeth A.—HE2	Lawrenceville	Tioga
Dimmick, Ethel C.—HE4	Mountain Top	Luzerne
Dimon, Rosemary—HE3	Rome	Bradford
Dixon, Eva V.—HE3	Wilkes-Barre	Luzerne
Doane, John H.—SE4	Mansfield	Tioga
Doane, Wilton A.—SE4	Mansfield	Tioga
Doll, Dorothy W.—HE1	Tunkhannock	Wyoming
Dorney, Richard—ME1	Cuba, N. Y.	Allegany
Dougherty, Edwin L.—ME4	Lake Ariel	Wayne
Dowd, Robert F.—SE3	Wilkes-Barre	Luzerne
Downs, Rachel E.—HE3	Alderson	Wyoming
Drew, Leonard R.—ME1	Wellsboro	Tioga
Dunbar, Beatrice E.—HE1	Troy	Bradford
Dunlap, Helen L.—EE2	Muncy	Lycoming
Dunn, Virginia A.—HE2	Warren	Warren
Durkin, Anna M.—HE2	Ashland	Schuylkill
Dwyer, John A.—SE1	Morris Run	Tioga
Dwyer, M. Marceil—HE3	Morris Run	Tioga
Dykins, Robert C.—SE4	Springville	Susquehanna
Early, Josephine M.—HE4	Cleona	Lebanon
Eastman, Mariam E.—ME2	Wrights	McKean
Eaves, L. Maxine—ME1	Pittsburgh	Allegheny
Ebinger, Betty M.—HE1	Weatherly	Carbon
Eckstrand, Evelyn M.—EE3	Port Allegany	McKean
Edgcomb, Miriam E.—EE1	Knoxville	Tioga
Edwards, Doris E.—HE3	Clarks Summit	Lackawanna
Eichelberger, Dorcas J.—EE2	Eldred	McKean
Eighmey, Verle L.—EE3	Millerton	Tioga
Elliott, Jane E.—EE2	Wyalusing	Bradford
Ellis, Madelyn—ME4	Mansfield	Tioga
Emmanuel, Marietta F.—HE2	Dallas	Luzerne
English, M. Catherine—SE4	Wellsboro	Tioga
Etsweiler, Catherine L.—HE2	Millersburg	Dauphin
Evans, Jeanne L.—HE1	Woodland	Clearfield

Name and Classification	Town	County
Evans, Sara E.—HE2	Loysville	Perry
Evansha, Dorothy A.—HE2	Sunbury	Northumberland
Farrar, Jeanne E.—SE1	Ralston	Lycoming
Felix, Dorothy L.—HE4	Newville	Cumberland
Fenedick, Marcella A.—ME4	Shenandoah	Schuylkill
Ferster, Barbara A.—HE1	McAlisterville	Juniata
Finelli, Magdalene P.—EE4	Elkland	Tioga
Finn, Eileen F.—HE3	Lansdale	Montgomery
Fisk, Alice L.—EE4	Dalton	Lackawanna
Fleitz, Mary Jane—SE1	Mansfield	Tioga
Fleming, Virginia L.—ME2	Erie	Erie
Flowers, Yolande I.—HE4	Mansfield	Tioga
Folchman, Dorothy J.—HE1	West Chester	Chester
Foster, Thomas W.—ME2	Wilkes-Barre	Luzerne
Frazer, Alice B.—SE3	Wyalusing	Bradford
Freas, Luther W.—ME2	DuBois	Clearfield
Frederic, Betty J.—HE1	Carlisle	Cumberland
Freed, Marian L.—HE2	Williamsport	Lycoming
Freed, Morris—SE2	Wilkes-Barre	Luzerne
French, Doris O.—HE1	Harrison Valley	Potter
Frenchko, John J.—SE4	Olyphant	Lackawanna
Friel, Phyllis S.—HE2	Wilkes-Barre	Luzerne
Frisbee, Cleo M.—HE2	Eldred	McKean
Frith, Wilhelmina M.—EE3	Galeton	Potter
Fritz, Mary Jane—HE2	Harrisburg	Dauphin
Fudala, Honora E.—HE3	Duryea	Luzerne
Gamber, Elizabeth M.—HE3	Myerstown	Lebanon
Garber, Margaret N.—HE3	Mt. Joy	Lancaster
Gayman, Bernice I.—HE4	Newville	Cumberland
Gernert, Esther J.—EE4	Columbia Cross Roads	Bradford
Gerzina, Francis J.—ME3	Erie	Erie
Gillette, G. Shirley—EE3	Mansfield	Tioga
Gleason, Dorothy W.—EE4	Nelson	Tioga
Glover, Ethel S.—EE3	Westfield	Tioga
Greene, Norma J.—HE2	Keeseville, N. Y.	Clinton
Greenough, Marian M.—ME3	Troy	Bradford
Gregory, Norma M.—ME3	Factoryville	Wyoming
Griffin, Olive H.—HE4	Westfield	Tioga
Griffith, Richard C.—ME2	Williamstown	Dauphin
Griffiths, Audrey E.—HE3	Mansfield	Tioga

Name and Classification	Town	County
Griffiths, Bronwen E.—SE1	Mansfield	Tioga
Grigg, Violet E.—HE4	Bangor	Northampton
Grove, Grace I.—HE1	Mount Union	Huntingdon
Grove, Kathryn E.—EE1	Bellefonte	Centre
Hall, William R.—SE2	Mansfield	Tioga
Hamilton, Elizabeth J.—EE2	Eldred	McKean
Hansell, Anna K.—EE3	Mansfield	Tioga
Hardy, Edith R.—SE2	Clarks Summit	Lackawanna
Hardy, Ruth A.—HE1	Port Allegany	McKean
Harrington, Edith J.—EE1	Mansfield	Tioga
Harris, Basil E.—SE2	Galeton	Potter
Harris, Charles K.—ME1	Sayre	Bradford
Hart, Alice M.—HE1	Forksville	Sullivan
Hartranft, John H.—ME2	Sugarloaf	Luzerne
Harvey, Eleanor M.—ME4	Elmira, N. Y.	Chemung
Hatch, Marjorie M.—EE4	Athens	Bradford
Hayden, Joseph L.—SE2	Mansfield	Tioga
Haynes, Virginia E.—HE1	Susquehanna	Susquehanna
Heasley, Luella O.—ME2	Rew	McKean
Heath, Donald J.—SE1	Wyalusing	Bradford
Hege, Franklin B.—ME3	Dover	York
Helman, Lois C.—HE2	E. Mauch Chunk	Carbon
Hendricks, James L.—ME4	Llewellyn	Schuylkill
Hendricks, Robert D.—SE3	Mansfield	Tioga
Henry, Edward N.—ME1	Lock Haven	Clinton
Herrman, Jeannette R.—SE4	Honesdale	Wayne
Hess, Esther G.—HE3	Lebanon	Lebanon
Hess, Laura R.—HE1	Williamsport	Lycoming
Hess, Muriel V.—HE1	Benton	Columbia
Heyd, Elizabeth A.—HE2	Liberty	Tioga
Heyler, Romayn F.—ME3	Morris	Tioga
Hill, Helen M.—EE4	Wellsboro	Tioga
Hoffman, Eleanor M.—HE1	New Albany	Bradford
Hoffman, Elizabeth R.—SE2	Muncy	Lycoming
Hoffman, Frances A.—HE1	Northumberland	Northumberland
Hoover, Harold M.—ME2	Williamstown	Dauphin
Horton, Shirley W.—EE3	Canton	Tioga
Howard, Lucy A.—HE1	Wyalusing	Bradford
Howey, Crystal A.—SE2	Wellsboro	Tioga
Hubert, Harriett A.—HE3	Bellevue	Allegheny
Huff, Mary C.—EE2	Eldred	McKean
Hughes, Ruth M.—EE4	Mansfield	Tioga

Name and Classification	Town	County
Hunter, Pearl B.—EE4	Ithaca, N. Y.	Tompkins
Hurlbutt, Teresa—EE3	Tioga	Tioga
Husted, Benjamin F.—ME2	Wellsboro	Tioga
Hyde, John H.—SE1	Troy	Bradford
Jacobson, Charles L.—ME4	Wesleyville	Erie
Jacobson, Morris—SE2	Westfield	Tioga
Jaquish, Mabel L.—EE1	Covington	Tioga
Jeter, Mary E.—SE1	Dallas	Luzerne
Jimerson, Marian G.—HE2	Mansfield	Tioga
Johnson, Clifton H.—ME2	Fleetville	Lackawanna
Johnson, Donald A.—SE1	Hop Bottom	Susquehanna
Johnson, Dorothy J.—ME2	Kane	McKean
Johnson, Gordon W.—ME2	Canton	Bradford
Johnston, Norejane—HE2	Coudersport	Potter
Jones, Jess W.—EE4	Forty Fort	Luzerne
Jones, Lucille E.—EE4	Wellsboro	Tioga
Jones, Margaret A.—HE2	Stroudsburg	Monroe
Jupenlaz, Marian J.—EE2	Covington	Tioga
Kane, Eunice M.—EE3	Wellsboro	Tioga
Keagle, Roger M.—ME4	Canton	Bradford
Kemp, Clarence E.—ME2	Shinglehouse	Potter
Kemp, Laurenza E.—EE3	Nelson	Tioga
Kennedy, Drusilla E.—SE4	Mansfield	Tioga
Kernan, Evelyn H.—EE4	Westfield	Tioga
Kidney, Wilma K.—HE2	Genesee	Potter
Kilbourne, C. LeRoy—EE3	Wellsboro	Tioga
Kilbourne, Lorna V.—EE3	Tioga	Tioga
Kingsley, Tecla E.—ME1	Elmira, N. Y.	Chemung
Kisilewski, John J.—EE4	Hudson	Luzerne
Kisner, Anita M.—ME4	Mildred	Sullivan
Kitaif, MaryJane F.—HE2	Douglaston,N.Y.	Queens
Knelly. Geneva M.—HE4	Nescopek	Columbia
Knowlton, Evelyn L.—EE2	Covington	Tioga
Koch, Irma N.—HE4	Pottsville	Schuylkill
Kooch, Anna May—EE2	Lopez	Sullivan
Kramer, Enid C.—ME2	Clearfield	Clearfield
Kwasneski, Angeline M.—SE4	Morris Run	Tioga
Kuster, Catherine M.—EE1	Blossburg	Tioga
LaBarr, James L.—SE2	New Milford	Susquehanna
Lake, C. David—ME2	Sayre	Bradford

Name and Classification	Town	County
LaMont, Grace N.—HE1	Wellsboro	Tioga
Lane, Maxine Burr—EE4	Troy	Bradford
Lane, William S.—EE3	Mansfield	Tioga
Lapp, Margaret E.—HE3	Mansfield	Tioga
Layman, John J.—SE1	Ulster	Bradford
Leff, Myrtle G.—ME3	Atlantic Highlands, N. J.	Monmouth
Lent, Jane E.—HE3	Towanda	Bradford
Lentini, Angelo J.—EE3	Wilkes-Barre	Luzerne
Linder, Wilda E.—EE2	Osceola	Tioga
Lindquist, Carl E.—SE4	Morris Run	Tioga
Liparulo, James A.—SE2	Olyphant	Lackawanna
Llewelyn, Barbara H.—EE3	Eldred	McKean
Lofgren, Roy N.—ME2	Wellsboro	Tioga
Long, Jack M.—ME1	Portage	Cambria
Loomis, Rebecca J.—SE3	S. Williamsport	Lycoming
Lownes, Edith M.—HE1	Newtown	Bucks
Ludington, Guy A.—EE4	Wellsboro	Tioga
Lutz, Regina A.—HE4	Tamaqua	Schuylkill
Lybolt, Harlow C.—SE1	Tunkhannock	Wyoming
Mack, Bruce L.—ME3	Waverly	Lackawanna
Mack, Christine A.—ME3	Montrose	Susquehanna
McCartan, Jack T.—SE1	Meshoppen	Susquehanna
McCartan, Jeannette T.—SE3	Meshoppen	Susquehanna
McCue, Rita E.—ME3	Ulster	Bradford
McDermott, Joseph W.—EE4	Milan	Bradford
McDonald, Leo F.—SE4	Athens	Bradford
McDonald, Teresa M.—ME2	Union, N. Y.	Broome
MacEwen, Margaret J.—EE1	Kane	McKean
McGavin, Frances M.—ME3	Meshoppen	Wyoming
McGeehan, Margaret M.—HE4	Mahanoy City	Schuylkill
McGinley, Leo A.—SE2	Philadelphia	Philadelphia
McGrath, Mary M.—EE4	Susquehanna	Susquehanna
McGraw, Thomas E.—SE2	Wilkes-Barre	Luzerne
McGuire, Helen A.—HE3	Smethport	McKean
McHenry, James H.—ME1	Dayton	Armstrong
McHenry, Jeanne L.—HE1	Benton	Columbia
McMullen, Robert E.—SE2	Susquehanna	Susquehanna
MacMurray, Sibyl E.—ME3	GranvilleSummit	Bradford
Magalski, Robert S.—SE1	Larksville	Luzerne
Mahon, John B.—EE4	Plains	Luzerne
Mahon, Mary A.—EE3	Montrose	Susquehanna

Name and Classification	Town	County
Mahood, Marjorie J.—HE1	Troy	Bradford
Mancia, Dominick J.—SE1	Wilkes-Barre	Luzerne
Maneval, Sara E.—ME2	Liberty	Tioga
Manfre, Lydia O.—EE1	Wellsboro	Tioga
Manino, Alda R.—SE1	Wellsboro	Tioga
Marcikonis, Paul J.—EE4	Hudson	Luzerne
Markle, Joseph A.—SE2	Kingston	Luzerne
Marra, Frank W.—SE3	Dickson City	Lackawanna
Marrer, Betty J.—HE2	Brackney	Susquehanna
Marshall, Margaret L.—EE3	Roaring Branch	Lycoming
Martin, Albert J.—SE1	Hudson	Luzerne
Martin, Esther A.—HE3	Galeton	Potter
Martin, Wesley J.—SE1	Blossburg	Tioga
Marvin, Richard W.—SE4	Wellsboro	Tioga
Matthews, Jeanne W.—SE1	Athens	Bradford
Mattison, Keith W.—ME1	Union City	Erie
Maynard, Anna S.—HE2	Wellsboro	Tioga
Maza, Chester J.—SE1	Dickson	Lackawanna
Meeker, Elizabeth A.—ME2	Scranton	Lackawanna
Mertz, June—HE1	Northumberland	Northumberland
Metzger, Sara F.—HE1	S. Williamsport	Lycoming
Meyer, Mary J.—SE1	Blossburg	Tioga
Miles, Catherine A.—EE1	Elkland	Tioga
Miller, Edna G.—HE3	Catawissa	Columbia
Miller, Pearle M.—EE2	Williamsport	Lycoming
Miller, Ruth I.—HE4	Donaldson	Schuylkill
Minerd, Robert E.—ME1	Smethport	McKean
Mittan, Jack O.—SE4	South Montrose	Susquehanna
Mittan, Reid L.—EE1	South Montrose	Susquehanna
Mix, Marian L.—HE1	Shinglehouse	Potter
Mollahan, Joseph M.—SE2	Wilkes-Barre	Luzerne
Monahan, Helen P.—HE3	Lost Creek	Schuylkill
Moon, Winona M.—EE2	New Albany	Bradford
Moore, Jane C.—HE1	Forty Fort	Luzerne
Moore, Jean M.—SE3	Liberty	Tioga
Moore, Ruth E.—HE3	Wellsboro	Tioga
Mordovancy, Andrew—SE1	Olyphant	Lackawanna
Morgan, Ivan Dean—ME4	Portage	Cambria
Morley, Mary E.—HE1	Genesee	Potter
Morris, John H.—ME1	Wilkes-Barre	Luzerne
Morris Mary E.—EE2	Troy	Bradford
Morrison, Joan L.—HE1	Smethport	McKean
Morrison, M. Aileen—EE3	Ulster	Bradford

Name and Classification	Town	County
Moyle, Willard L.—ME2	Dalton	Lackawanna
Mudge, Dorothy B.—EE1	Wellsboro	Tioga
Mudge, Rachel—EE3	Covington	Tioga
Mulford, Paul H.—SE2	Wellsboro	Tioga
Murphy, Dorothy J.—SE3	Wellsboro	Tioga
Murphy, George F.—SE1	Mansfield	Tioga
Mushallo, Anne S.—HE2	Lopez	Sullivan
Muth, Margaret E.—HE1	Avon	Lebanon
Nachlis, Ann L.—EE1	Plains	Luzerne
Naylor, Roberta P.—HE3	Factoryville	Lackawanna
Neiley, Eleanor E.—HE3	Wyalusing	Bradford
Neiswender, Dolores G.—HE4	Mt. Carmel	Northumberland
Nicholas, Ethel L.—EE1	Mansfield	Tioga
Nicholas, Margaret E.—SE4	Mansfield	Tioga
Nichols, Janice E.—SE2	Covington	Tioga
Nichols, E. June—HE3	Birchardville	Susquehanna
Nichols, Thomas E.—ME3	Smethport	McKean
Northrop, Mahlon E.—SE4	Asaph	Tioga
O'Leary, Margaret L.—SE2	Wellsboro	Tioga
O'Reilly, Catherine M.—EE2	Friendsville	Susquehanna
Orndorff, Sara E.—HE2	New Oxford	Adams
Orndorff, M. Virginia—HE3	New Oxford	Adams
Oughton, William—ME1	Morris Run	Tioga
Owen, Helen L.—HE1	Mansfield	Tioga
Owens, F. Lenore—HE2	Harrisburg	Dauphin
Palmer, Gordon R.—SE1	Mansfield	Tioga
Palmer, Phyllis E.—SE2	New Albany	Bradford
Parente, Joseph P.—SE2	So. Waverly	Bradford
Parker, Ernest G.—SE4	Mansfield	Tioga
Partchey, Doris C.—EE2	Lewistown	Mifflin
Partrick, Helen E.—HE2	Elizabeth, N. J.	Union
Payne, Carl M.—SE2	Thompson	Susquehanna
Peard, Sherry C.—ME1	Williamsport	Lycoming
Pease, E. Naomi—SE3	Canton	Bradford
Pepper, Eileen S.—EE4	Monroeton	Bradford
Perkins, William H.—SE2	Hallstead	Susquehanna
Perog, Celia R.—HE3	Duryea	Luzerne
Phillips, Alberta M.—EE3	Rome	Bradford
Phillips, Mary H.—HE3	Dalmatia	Northumberland
Piatkowski, Constance H.—ME2	Forest City	Susquehanna

Name and Classification	Town	County
Piccolo, Nicholas—SE2	Harrisburg	Dauphin
Pierotti, Robert—EE1	Mansfield	Tioga
Pinnock, Ruth A.—ME1	LeRaysville	Bradford
Plastow, Beatrice M.—HE1	Benton	Columbia
Porretta, Mary Anne—ME2	Silver Creek	Schuylkill
Port, Lois K.—ME3	Kane	McKean
Post, Dorothy M.—HE3	Benton	Luzerne
Preisler, Janet G.—HE1	Watsontown	Northumberland
Price, Thomas H.—SE1	Plains	Luzerne
Pulaski, Thomas J.—ME1	New Castle	Lawrence
Pyle, John W.—ME3	Donora	Washington
Raczkowski, John S.—SE3	Mansfield	Tioga
Rauch, Gloria B.—HE1	Slatington	Lehigh
Redfield, Elaine K.—SE2	Elkland	Tioga
Reed, Joseph E.—ME2	Connellsville	Fayette
Reedy, Arlene L.—HE3	Sheridan	Lebanon
Reynolds, Lola M.—HE3	West Chester	Chester
Richards, Betty J.—HE3	Forty Fort	Luzerne
Richley, Paul C.—ME3	Millheim	Centre
Richmond, Mary L.—SE1	Mainesburg	Tioga
Reigel, Emily J.—HE2	Shenandoah	Schuylkill
Rinebold, Dora M.—EE3	Mainesburg	Tioga
Robbins, Louise C.—SE3	Columbia Cross Roads	Bradford
Roberts, Carolyn M.—HE3	Landenberg	Chester
Robinson, Vuriel S.—EE4	New Albany	Bradford
Rodsky, Jacob J.—ME3	Plymouth	Luzerne
Rodsky, Leonard B.—SE1	Plymouth	Luzerne
Ross, Catherine L.—SE2	Camptown	Bradford
Ross, Eleanor B.—EE3	Nicholson	Susquehanna
Ross, Nancy N.—HE1	Fullerton	Lehigh
Rovlenchik, Stanley W.—SE1	Olyphant	Lackawanna
Rudneski, Agnes V.—SE2	Morris Run	Tioga
Rumsey, Irene M.—EE2	Millerton	Tioga
Sabin, E. Pearl—EE3	Ulysses	Potter
Sampson, Anna M.—EE4	Susquehanna	Susquehanna
Samson, A. Elizabeth—ME4	Lake Ariel	Wayne
Satterley, Florence R.—ME4	Galeton	Potter
Satterthwaite, Mabel E.—HE2	Yardley	Bucks
Sawyer, Leah K.—ME3	Liberty	Tioga
Saxton, Mary L.—HE1	Troy	Bradford

Name and Classification	Town	County
Schanbacher, Joyce A.—SE1	Mansfield	Tioga
Scheidweiler, Bernard T.—SE2	Wellsboro	Tioga
Schermerhorn, Frances P.—ME2	Troy	Bradford
Schlappi, Helen A.—EE2	Mansfield	Tioga
Schlotthauer, Mary E.—HE1	Lancaster	Lancaster
Seifert, Richard L.—ME2	Greensburg	Westmoreland
Seipp, Dorothy J.—SE2	Damascus	Wayne
Seitzer, Margaret E.—EE2	Williamsport	Lycoming
Semonich, John—ME3	Olyphant	Lackawanna
Seymour, C. Arthur—SE2	Jermyn	Lackawanna
Seymour, Stanley A.—EE4	Mainesburg	Tioga
Shafer, Sarah J.—HE4	Sinnemahoning	Cameron
Shaver, Howard C.—SE1	Sayre	Bradford
Shaw, Richard E.—SE2	Mansfield	Tioga
Shelhamer, Zoe M.—HE1	Berwick	Columbia
Shelley, Bette J.—HE1	Forty Fort	Luzerne
Sherburne, Jean—ME1	Camp Hill	Cumberland
Sheridan, Marion L.—SE1	Wellsboro	Tioga
Shields, George J.—ME4	Honesdale	Wayne
Shoop, Betty A.—ME2	Richland	Lebanon
Short, William F.—ME3	Belmont, N. Y.	Allegany
Sickler, Nelson E.—ME4	So. Waverly	Bradford
Simchik, Walter J.—SE2	Wilkes-Barre	Luzerne
Simmons, Emma B.—SE4	Westfield	Tioga
Singley, Florence C.—HE1	Shumans	Columbia
Skerpon, Melvin—SE1	Sayre	Bradford
Skinner, Clair L.—HE1	Elkland	Tioga
Slocum, Marion L.—EE1	Millerton	Tioga
Slout, Eleanor J.—HE4	Williamsport	Lycoming
Smith, Alene L.—EE3	Mansfield	Tioga
Smith, Althea M.—HE2	Alderson	Wyoming
Smith, Eleanor K.—HE1	Hatfield	Montgomery
Smith, K. Louise—EE4	DuBois	Clearfield
Smith, S. Louise—HE4	Galeton	Potter
Smith, Malcolm J.—ME2	E. Mauch Chunk	Carbon
Smith, Margaret G.—HE2	Pineville	Bucks
Smith, F. Robert—EE1	Canton	Bradford
Smith, Ruth E.—EE3	Wilkes-Barre	Luzerne
Snyder, Lesalee J.—HE1	Dushore	Sullivan
Snyder, Numa J.—ME3	Lehighton	Carbon
Somerville, Dorothy J.—SE3	Mansfield	Tioga
Southwood, Jean E.—HE2	Mt. Carmel	Northumberland
Spencer, Carlyle R.—EE3	Towanda	Bradford

Name and Classification	Town	County
Spoerl, Anne C.—EE1	Wilkes-Barre	Luzerne
Squier, Mary M.—EE3	Springville	Susquehanna
Stavisky, William A.—EE3	Lopez	Sullivan
Stebbins, Ruth—HE2	Wellsboro	Tioga
Stehle, Frederick J.—ME1	E. Mauch Chunk	Carbon
Steigerwalt, Ruth K.—HE3	Bowmanstown	Carbon
Stevens, Dorothy L.—ME2	Bellefonte	Centre
Stevens, Elmer S.—SE4	Montrose	Susquehanna
Stevens, Ruth R.—EE3	Monroeton	Bradford
Stewart, Charles C.—ME2	Forty Fort	Luzerne
Stewart, Jean S.—ME3	Williamsport	Lycoming
Stewart, John R.—SE2	Wilkes-Barre	Luzerne
Strailey, Marion E.—EE4	Blossburg	Tioga
Strangfeld, Rita M.—ME3	Oreland	Montgomery
Strassner, Valeida A.—HE2	Lewisburg	Union
Strickland, H. Ann—HE3	West Chester	Chester
Strouble, Betty V.—HE1	Trout Run	Lycoming
Stuart, Ernestine M.—ME3	Mansfield	Tioga
Stuart, Mary J.—ME1	Mansfield	Tioga
Sturdevant, John M.—SE2	New Albany	Bradford
Sultzer, Janet L.—ME2	Taylor	Lackawanna
Sumner, Lucile C.—EE3	East Smithfield	Bradford
Sunday, Michael J.—EE4	Mocanaqua	Luzerne
Swanson, Theodore C.—ME1	Corry	Erie
Sweigart, Floyd W.—ME4	Reamstown	Lancaster
Swift, Kenneth—SE4	Coudersport	Potter
Taylor, Mary E.—ME4	Lake Como	Wayne
Terry, Ferne B.—HE2	E. Mauch Chunk	Carbon
Terry, Merle J.—SE4	Athens	Bradford
Terwilliger, Frances M.—HE3	Eldred	McKean
Theoharous, Lewis M.—SE2	Mansfield	Tioga
Thomas, Austin H.—EE4	Wellsboro	Tioga
Thomas, Daniel P.—SE2	Plains	Luzerne
Thomas, Irene K.—HE3	Drifton	Luzerne
Thomas, LaRene E.—EE1	Canton	Bradford
Thrush, Harry L.—SE2	Penbrook	Dauphin
Tiffany, S. Keppel—ME2	Corry	Erie
Trivelpiece, Jean R.—HE1	Danville	Montour
Trostel, Louise A.—HE3	Waverly	Lackawanna
Tucker, Vivian M.—EE3	Mansfield	Tioga
Vallilee, Veronica C.—SE3	So. Waverly	Bradford

Name and Classification	Town	County
VanDeMark, Arden D.—EE1	Sugar Run	Bradford
VanDusen, Robert B.—SE1	Mansfield	Tioga
VanGorder, Lewis G.—SE2	Wellsboro	Tioga
VanHorn, Howard E.—SE2	Wellsboro	Tioga
VanHorn, Robert W.—SE4	Wellsboro	Tioga
VanNorman, Claire J.—EE3	Mansfield	Tioga
VanWie, Beatrice M.—SE1	Keating Summit	Potter
Varcoe, Violet E.—SE2	Waymart	Wayne
Vollmer, Betty M.—HE3	Williamsport	Lycoming
Wasley, Sara H.—HE3	Shenandoah	Schuylkill
Weaver, Mary T.—SE1	So. Waverly	Bradford
Webster, Lane H.—SE3	Wellsboro	Tioga
Weeks, Ava H.—EE4	Elkland	Tioga
Wehr, Alice J.—HE1	Dalton	Lackawanna
Weissenfluh, Marie M.—HE2	Warren	Warren
Wells, Elwood O.—ME1	Scranton	Lackawanna
Westbrook, Betty P.—SE4	Great Bend	Susquehanna
White, Floyd E.—EE3	Towanda	Bradford
White, William F.—SE2	Wellsboro	Tioga
Whitmire, Gladys M.—HE1	Renovo	Clinton
Whitney, Ruth—EE2	Tioga	Tioga
Wilcox, Jack M.—ME1	Duke Center	McKean
Willard, Harry E.—EE4	Wellsboro	Tioga
Williams, Thomas J.—SE2	Wilkes-Barre	Luzerne
Wilson, A. Jean—ME4	Waverly, N. Y.	Tioga
Wilson, Jeanette R.—SE1	Mansfield	Tioga
Wilt, Thomas J.—ME1	Towanda	Bradford
Winer, Clyde W.—ME4	Kane	McKean
Wingate, Stuart P.—ME1	Wellsboro	Tioga
Wolfe, Franklin R.—ME1	Jeannette	Westmoreland
Woodcock, Madaline E.—HE4	Westfield	Tioga
Woodford, Mary E.—HE3	Elmira, N. Y.	Chemung
Wrisley, Albert B.—EE4	Troy	Bradford
Yeager, Jack R.—SE4	Westfield	Tioga
Zwally, Robert E.—ME2	Ephrata	Lancaster

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Form PO-14-41

State Teachers College, Mansfield, Pennsylvania
Office of the President

PRELIMINARY ENROLLMENT BLANK

FOR PROSPECTIVE STUDENTS

To be completed and mailed to Dr. Lester K. Ade, President
State Teachers College, Mansfield, Pennsylvania

Your Name .....
Last Name First Name Middle Name

Your Address .....
Number Street City County State

Your Race..... Your Sex..... Your Age.....

Name of High School Where You Completed a Four-year Course and Date of Graduation.....

Have you had work at any college previously?.....

If so, where?.....

When do you expect to enter Mansfield?.....

Please underscore the curriculum desired:

Elementary Education	Homemaking Education
Secondary Education	Music Education

Do you wish to live in the dormitories?.....

Choice of Roommate, if Any .....

Do you plan to commute from home?.....

Have you made your own rooming and boarding arrangements?.....

If so, at what place?.....

(All students not commuting from home or not living with relatives must have permission from the President of the College to live outside the dormitories. When the dormitories are not filled, students are urged to live on the campus.)

Shall we forward the regular enrollment blanks required by the State Department of Public Instruction?.....

Are you inclosing with this blank the required Advance Registration Deposit of $10.00 (payable to the **Commonwealth of Pennsylvania**)? .....

Date Today .....

Please answer EVERY question on this blank!

NORTH HALL

Women's Dormitory and Administrative Building